

University Of Alberta



0 0000 76750 36

MCMILLAN SPELLING SERIES

5



CURRICULUM

Revised Edition

Ex LIBRIS
UNIVERSITATIS
ALBERTAEÆSIS





Digitized by the Internet Archive
in 2021 with funding from
University of Alberta Libraries

**THE
MACMILLAN
SPELLING
SERIES 5**

Revised Edition

General Editor:

George E. Flower
Dean, Faculty of Education
McGill University, Montreal

Authors:

Robert F. Bornhold
K. H. D. Hall
Robert J. Ireland
Gordon F. Mann
Sybil Shack

Designed by Glyphics
Division of
Kerrigan O'Grady Limited

Illustrated by Heather Collins

©1961, Revised Edition 1978,
Macmillan of Canada
A Division of Gage Publishing Limited

All rights reserved — no part of this
book may be reproduced in any form
without permission in writing from the
publisher. Photocopying or reproducing
mechanically in any other way
passages from this book without the
written permission of the publisher is
an infringement of the copyright law.

Canadian Cataloguing in Publication Data

Shack, Sybil F., date
The Macmillan spelling series, 5

ISBN 0-7715-1521-9

1. Spellers. I. Title.

PE1145.2.S55 1977 428'.1 C77-001576-X

Previously published by Macmillan of Canada
under ISBN 0-7705-1550-9

Printed and bound in Canada

2 3 4 5 6 7 8 BP 86 85 84 83 82 81 80

THE MACMILLAN SPELLING SERIES 5



Revised Edition
Sybil Shack

gage PUBLISHING LIMITED
TORONTO ONTARIO CANADA

To the Teacher

The aim of instruction in spelling is to enable each pupil to spell correctly each word he or she writes. The seven books of The Macmillan Spelling Series are therefore designed:

- To teach pupils automatic mastery of the words that they need for writing; to develop, that is, the ability to spell correctly all written work in and out of school, not just words in lists in spelling periods.
- To develop self-dependence in spelling: the ability to locate correct spellings and check the accuracy of spelling.
- To develop pride and interest in spelling correctly.
- To enable the teacher to provide for individual differences in spelling ability.

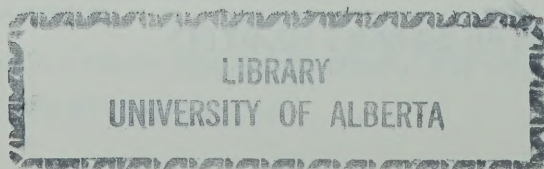
In order to achieve these aims The Macmillan Spelling Series includes materials:

- To help pupils acquire an efficient method of studying and mastering the spelling of words.
- To make the study of spelling interesting and productive by giving pupils the opportunity to do a variety of exercises that direct attention to the meaning, use, and structure of the words in the spelling lists.
- To provide remedial practice.
- To provide enrichment activities.

This book consists of forty units, including seven review units. Four hundred and seventy-six words are listed, of the total list for the series of 2934. The 2608 words in the series' basic list are those most frequently written by children and provide for about ninety-five per cent of the average pupil's needs. In addition to the basic list, the series contains 326 extra words, of which sixty-eight are included here.

The words in this book are grouped in such a way as to aid learning and to allow for the development of spelling power well beyond the basic list through word analysis, word building, comprehension, and use. Since pupils vary widely in spelling aptitude and achievement, extra words have been included from time to time, as well as special activities for good spellers and for less able ones in each review unit. Where extra words are listed in a unit, they appear in a separate colour block. Repeated attention is given to the 258 words studied so far in the series of the approximately 330 words that account for the great majority of all spelling errors.

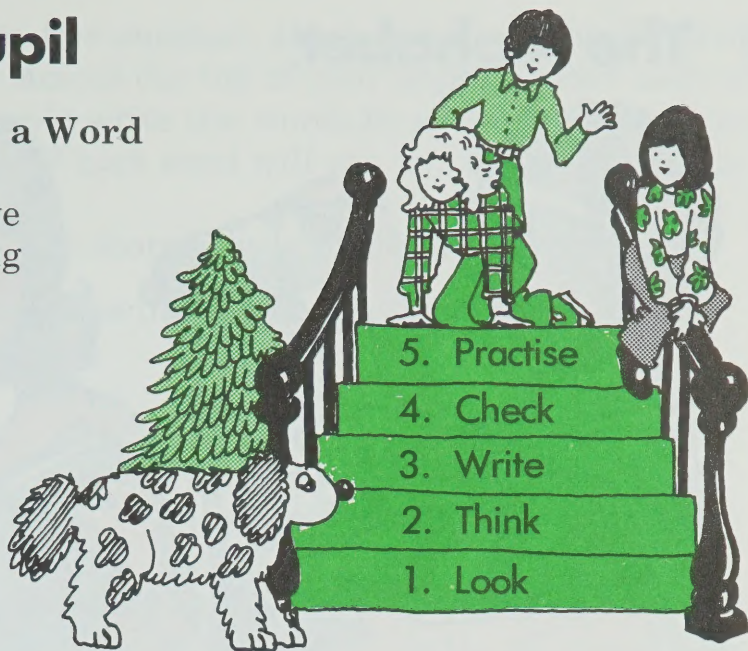
A Teacher's Handbook for each book in the series is available. Included in the handbook, unit by unit, are guides for teaching and re-teaching difficult words, answers to exercises, background material for the teacher, further suggestions for relating spelling to other parts of the language arts program, and extra exercises for both good and less able spellers. The extra exercises are also available separately, in reproducible form.



To the Pupil

How To Study a Word

Follow these five steps in learning to spell a word:



1. **Look** at the word.

- Look at it from left to right.
- Look at the letters from left to right.
- Say the letters to yourself.
- Say the word carefully.

2. **Think** about the word.

- Close your eyes. Try to remember what the word looks like.
- Spell the word to yourself.
- Check this first attempt.

3. **Write** the word.

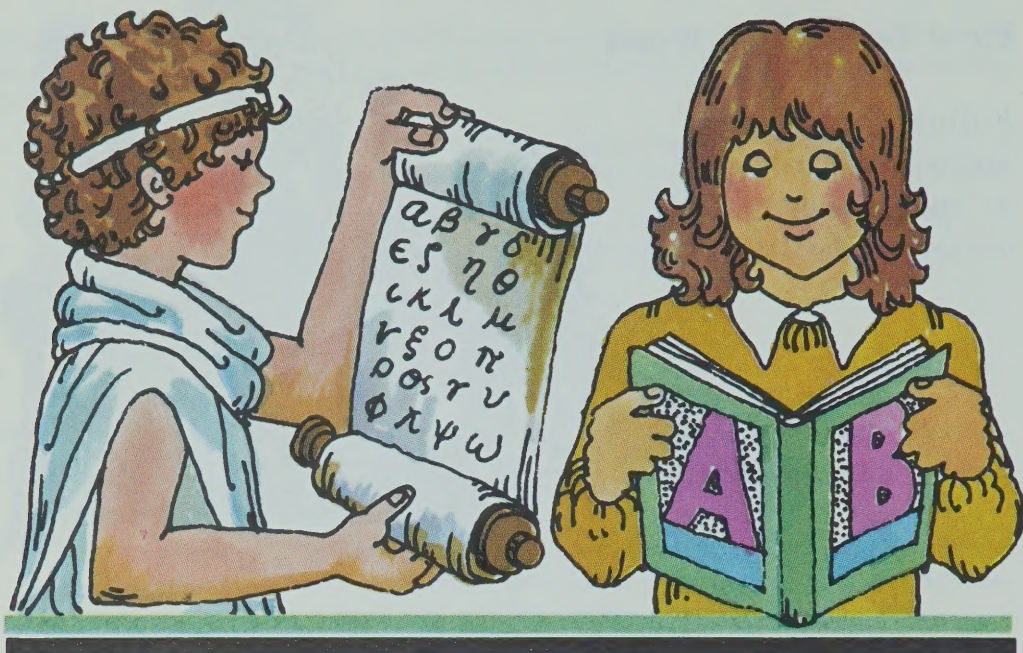
4. **Check** how you spelled it.

- Did you get it right?
- If not, look for the part of the word that was hard for you. Write the word correctly.

5. **Practise** spelling the word.

- Start again at step 1, until you are sure that you can spell the word correctly.
- Write a sentence using the word. Check the spelling in the sentence.

1 The Alphabet



A few thousand years separate these two pictures.

A boy from ancient Greece is reading the letters of the Greek alphabet. The first two letters he has written are called **Alpha** and **Beta**. Greek girls and boys learned their **alphabetas** just as you learned your ABC's.

1. (a) Write the capital letters of the English alphabet, and then write the small letters.
- (b) Give two reasons why it is necessary to know the order in which the letters of the alphabet are arranged.

Look at the words in the list.

bent	tank	plank	print	shin
list	canal	tramp	shelf	bump
chest	melt	yell	moss	
such	drill	led	theft	
dust	public			

2. (a) Write the five common short vowels of the English alphabet across the top of your paper. Under each of these vowels write the words from the list that have the vowel. Which word will you write in two different lists? Why?
- (b) Mark all the short vowels in the words, like this.
3. (a) Write the following words from the list:
- | | |
|-------|-------|
| bent | drill |
| dust | tramp |
| list | print |
| melt | chest |
| plank | theft |
| tank | shelf |
- (b) Underline the consonant blends in these words (that is, two consonants together, both of which are sounded).
- (c) Write the words that have consonant blends at the beginning.
- (d) Write the words that have consonant blends at the end.
- (e) Which word begins with **sh**? with **th**?
4. Which words in the list ...
- (a) rhyme with each other?
- (b) have two syllables each?
- (c) end with the consonant blend **st**?
- (d) end with a double letter?
5. (a) Which of these pairs of words would appear first in an alphabetical list: **list** or **lad**, **dust** or **drill**, **plank** or **public**, **chest** or **canal**? Clue: Which letter in each word must you look at to decide what the answer is?
- (b) Leaving out the words you wrote in (a), write the rest of the words in the list in alphabetical order.
6. Which word in the list means ...
- (a) to walk heavily?
- (b) for people to use?
- (c) a passage for boats?
- (d) a container for water or other liquid?

Did you know . . .

that the Hawaiian alphabet has only twelve letters?

Something To Find Out

Use an encyclopedia to find out how many letters there were in the ancient Greek alphabet and in the Latin alphabet.



Special Word Lists

Begin now to keep two special lists of words. Call the lists

My Hard Words and **My Extra Words**

After every unit write correctly in your Hard Words list any words that you found hard to spell. In your Extra Words list write words you like to use in your writing. If you are not sure how to spell them, look them up first in a dictionary.

The English Language, Canadian Style

2



The English language is spoken by people in many countries all over the world and by more people on the North American continent than any other language. It differs a little from one part of the world to another. It sometimes uses different words for the same object; for example, **candy** is known as **sweets** in England. The spoken language sounds different in Canada than in most of the United States, Australia, or the British Isles. Even the spelling is sometimes different. For example, in Canada we usually spell words such as **honour** with the ending **our**; in the United States it is usually spelled **honor**.

The English language has obtained its vocabulary, that is, the words it uses, from many places. The words in the list are examples of how English has borrowed, changed, and used words from almost every language on earth.

chocolate
potato
potatoes

from Mexican-Indian **chocolatl**

from Spanish from Haitian-Indian **batata**

tomato
tomatoes

boss

coffee

foolish

exit

magazine

cabbage

piano

kindergarten

eraser

shade
shadow

shed

honour

fool
cocoa
banana

from Spanish from Mexican-Indian **tamatl**

from Dutch by way of the Dutch settlement of New Amsterdam, now New York

from Turkish from Arabic **gawah** from the town of Caffa in Ethiopia

from Old French from a Latin word meaning **wind bag**

from a Latin verb form meaning **he goes out**

from French **magasin** from Arabic **makhasia**, meaning **storehouses**

from Old French from Italian **capuccio** meaning **little head**, from the stem **capit** meaning **head**

from Italian, short for Italian **pianoforte**, meaning **soft-loud**

from German, meaning **children's garden**

from Latin root **erad-**, **eras-**, meaning to **scrape out**, related to **razor**

a very old Indo-European root meaning **shadow**, through Old English **scead**, **sceadu**

from the same root as **shade** and **shadow**; another form of **shade**

from Latin **honor**

1. (a) Find in the list and write all the words that came originally from Latin, the language spoken by the Romans.
(b) Which words were originally North-American Indian words?

- (c) Write the word that was borrowed from Dutch.
- (d) Which word comes from an old Latin word meaning **wind bag**?
2. (a) Write the three words in the list that all come from the same root.
- (b) Which words in the list appear in both the singular and plural forms?
- (c) Which words end in silent **e**?
3. Write
- (a) three words that end with the letter **o**.
- (b) the word that begins with silent **h**.
- (c) the word that has two pairs of double letters.
- (d) the words that have two **e**'s and two **r**'s.
4. Write
- (a) all the words that have three syllables.
- (b) the words that end in **our**, **age**, **ate**, **ine**, and **ish**.
- (c) the words that begin with the letter **c**.
5. Use a word or words from the list in your answer to each of these questions.
- (a) Where are garden tools often kept?
- (b) Where might you find a short story printed?
- (c) What two hot drinks are popular?
- (d) What vegetables are often used in salads?
- (e) What sign marks all doors leading out of public buildings?
6. (a) Make up sentences to show that you know two meanings for the word **shed**.
- (b) Find out how to spell the plural of **piano**. How is it different from the plural of **potato**?
7. Choose any one of the words in the list and write a short short story about something it suggests to you.

Proofread everything you write for spelling, punctuation, and sentence structure.

3 A Silent Operator: e



wire	cane	tire	joke	grave slave bare
awoke	excuse	close	plate	
stage	scene	taste	alone	
sale	whole	file	share	

1. (a) Say these pairs of words to yourself:
bit – bite cut – cute past – paste
- (b) What difference in sound does the change of spelling make?

Something to remember: Often when a vowel has a long sound in the middle of a word or the last syllable of a word, that sound is spelled by using the vowel and a silent e at the end of the word or syllable.

2. Across the top of your paper write: ā, ē, ī, ō, ū.
- Under each long vowel write the words from the list that contain it.

3. Write words from the list that are often used when talking or writing about:

- (a) eating
- (b) a play at a theatre
- (c) being late for school
- (d) a lame person

4. (a) Make up sentences to show that you know at least two meanings of **wire**.

- (b) Ask two questions using the word **tire** to show that you know at least two meanings for it.



5. (a) What two words in the list may be pronounced with either the sound /s/ or /z/ at the end?

- (b) Show, in sentence form, that you know the differences in meaning when these two words are pronounced with /s/ or /z/ at the end.

(c) Write a sentence using **taste** or a form of **taste** and the word **food**. Ask a question about a friend's taste in music, using the word **taste** in the question.

6. Write

- (a) each of these words and the forms of the words that use the endings **s**, **ed**, and **ing**.

wire tire joke excuse close share

What happened to the final **e** when **ing** was added?

- (b) the words that have two syllables

- (c) the words that begin with the prefix **a**

7. Alphabetical Mathematics

(a) scene + ry =

(c) taste - e + y =

(b) alone - a + ly =

(d) tire + less =

Use the words you have made in sentences to show that you know their meaning.

Remember to keep your two word lists up to date!

4 R Works for a Living



herd
enter
horn
birch
army

fork
nurse
organ
armed forces
sir

order
scarf
serve
surprise
burn
forgotten

fir
carpenter
border
forgive
servant

The letter **r** almost always has an effect on the sound of the vowel that comes before it. It is not always easy to know which vowel to use to spell the part of **herd** that is spelled **er** in that word. Look at the following words and say them to yourself: **burn**, **serve**, **sir**.

What do you notice about the parts of the words that are spelled **ur**, **er**, **ir**?

If you are going to learn to spell these words correctly, you must practise until you know whether to use **er**, **ur**, or **ir** when you hear the sound that is most often spelled **er**.

1. (a) Write all the words in the list that use **er**. Circle **er**.
 (b) Write all the words in the list that use **ar**. Box **ar**.
 (c) Which words have **ir**? Draw a triangle around **ir**.
 (d) Write **or** and after it write the words that have **or**.
 Underline **or** in these words.
 (e) Which words have **ur**? Draw two lines under **ur**.
2. (a) Write **sir** and **surprise**. Box the parts of these words that sound the same but are spelled differently.
 (b) Which words in the list contain these smaller words?
 her arm urn for scar car got
 (c) Divide the following words into syllables, like this:
 en/ter. Then write the whole words.
 enter organ surprise army order forgotten
 Clue: Divide between two consonants.
3. (a) Make New Words
 Replace the heavy letter in each word with each of the letters under the word. Write these new words and pronounce them carefully.

burn
a, o

serve
n, sw

fork
c, p, w

horn
c, m, t, w, b

burn
t, ch

nurse
p, c

- (b) Choose three of the new words and use them in sentences to show that you know what they mean.
4. Which word in the list means ...
 (a) a body of people armed for war?
 (b) a bony growth on the head of an animal?
 (c) a person who helps sick people?
 (d) not remembered?

5. List in alphabetical order:
- (a) all the words that begin with **s**.
 - (b) the words that have **ur**.
 - (c) the words that end with silent **e**.
 - (d) the words that end with **n**.
6. Surprise!
- Use this word as the title for a story about this picture. Tell what you think happened **before** this picture, what was happening **in** the picture, and what happened **next**. **Proofread your story.**



7. Look back to page 9. If you want to find out where English words came from you might look in a large dictionary. The word **sir** might appear in a dictionary this way:

sir — ME fr OF **sire** fr L **senior** — older, an elder or elderly person (a man).

This means that the word **sir** is from Middle English and was taken from the Old French word **sire**. **Sire** was taken from the Latin word **senior**, which meant older, or an elder or elderly person.

In the autumn, Canadians think of the many things in our country for which to be thankful. The harvest is in from the fields; the fruit is ripe and has been picked from the trees; grapes hang heavy on the vine; vegetables have been gathered from the gardens.

All nature seems to celebrate this season. The weather is pleasant. Leaves have changed to red and yellow; wild geese are flying south. Autumn is perhaps the most beautiful time of the year.



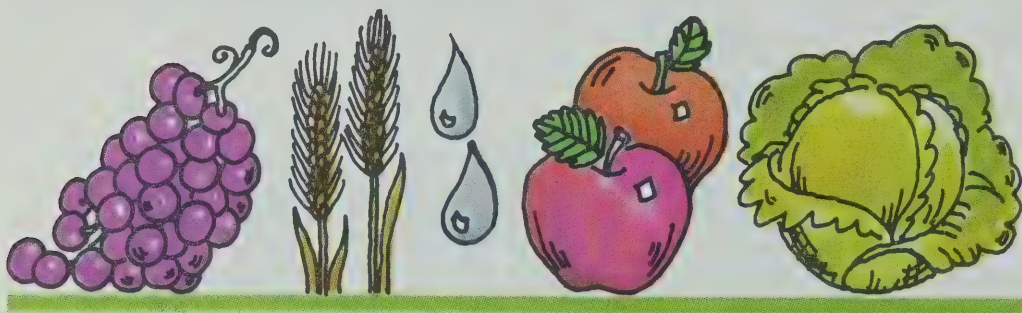
nature
leaf
vine
notice
please

celebrate
ripe
pleasure
across
perhaps

month
weather
Canadian
grapes
pleasant

bushes
geese

1. (a) Read the two paragraphs about Canadian autumn. Then check the word list, and write every word in the list that also appears in the paragraphs.
 (b) Which words are in the plural form in the paragraphs and in the singular form in the word list?
2. (a) Write **ripe** on your paper after the number of every one of the following that it might describe:
 (i) grapes, (ii) wheat, (iii) water, (iv) apples, (v) cabbage.



- (b) Write the names of two things in the list that grow on vines.
 - (c) On your paper write **pleasant** after the number of every one of the following that might be considered pleasant: (i) day, (ii) meal, (iii) person, (iv) flood, (v) broken arm.
3. Write the word in the list that
 - (a) has three syllables.
 - (b) has four syllables.
 - (c) has the prefix **a**.
 - (d) has four consonants and only one vowel.
 - (e) is the base word of **pleasant** and **pleasure**.
4. What are ...
 - (a) the plural forms of **leaf** and **notice**? What happens to **f** in **leaf** when the word becomes plural?
 - (b) two words in the list that have **c** pronounced /s/?
 - (c) two words in the list with the suffix **ure**?
 - (d) two words that have **ea** spelling the sound of ē (long e)?
 - (e) three words that have **ea** spelling the sound of ĕ (short e)?

5. Write
- (a) **Canadian**. Circle the **i** and explain why **Canadian** has a capital letter.
 - (b) a word that ends with a double letter.
 - (c) the words in the list that have the sound of \bar{i} (long **i**).
6. Use a word from the list in your answer to each of these questions.



- (a) On what kind of plant do beans and peas grow?
 - (b) What appears in the centre of the Canadian flag?
 - (c) In what month of the year do you celebrate your birthday?
 - (d) What is posted on the bulletin board in your room?
7. (a) Add **ing** to each of these words: **please**, **celebrate**, **notice**.
What happens to the final **e**? Use one of these new words to tell about a holiday.
- (b) Add **ly** to **month** and to **pleasant**. Use one of these new words to tell about school.
 - (c) Write **un** in front of **pleasant**. Use this new word to show how **un** changes the meaning of **pleasant**.
8. In prose or in verse describe an autumn day in your part of Canada.

Proofread what you have written. Write it again neatly after you have made necessary corrections.

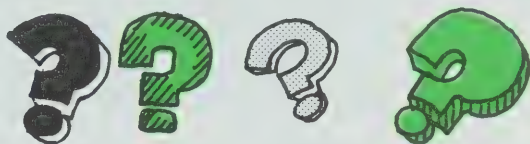
6 Words Worth Looking At Again

surprise	birch
nature	magazine
tomatoes	Canadian
enter	scene
potato	across
excuse	pleasure
cabbage	such
canal	chocolate
weather	whole
pleasant	notice
please	perhaps
celebrate	honour
nurse	



1. Write
 - (a) all the words from the list that have the letter **c**. If the **c** is joined to **h**, draw a line under **ch**. If the **c** has the sound /k/, print a small **k** above it. If the **c** has the sound /s/, print a small **s** above it. If the **c** is silent, draw a circle around it.
 - (b) all the words from the list that end in silent **e**. Draw a circle around the silent **e**.
 - (c) the words that contain **er**, **ir**, or **ur**.
2. Which word in the list ...
 - (a) means **maybe**?
 - (b) is the name of a tree?
 - (c) is something to be read?
 - (d) means **agreeable**?
 - (e) means the opposite of **broken**?
 - (f) means the opposite of **go out**?

3. Adding and Subtracting
- (a) Add **ing** to **celebrate**, **nurse**, **excuse**, **please**. What happened to the silent **e** when you added **ing**?
 - (b) Add **s** to make these words plural: **surprise**, **Canadian**, **chocolate**.
 - (c) What are the plural forms of **potato** and **birch**?
 - (d) Make a word by subtracting **e** from **nature** and adding **al**.
 - (e) Make a word by adding **ly** to **pleasant**.
4. (a) Arrange in alphabetical order the words in the list that begin with **n**.
- (b) Arrange in alphabetical order all the words in the last column of the list.
- (c) Which word would come first in an alphabetical list, **Canadian** or **canal**? Explain why.
5. (a) Write **weather**. Change the first letter to **f** and then to **l** to make two more words. Ask a question using one of the words you have made.
- (b) For **cl** in **close** substitute **n** and then **p**. Write an exclamation using one of these words.



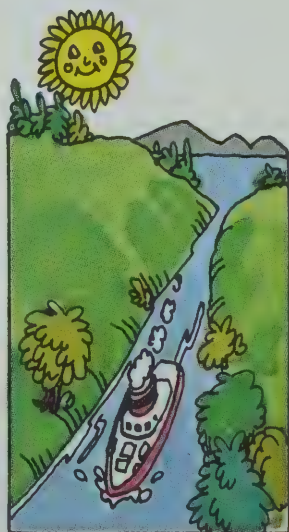
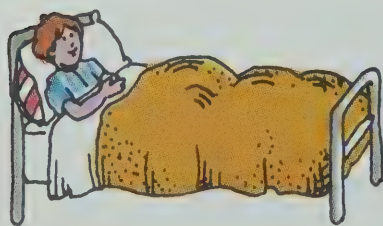
6. Word Puzzles

- (a) In which words in the list will you find the letters that, put together correctly, spell the words **gaze**, **late**, **turn**, **toes**, **sure**? Clue: Sometimes you will find the letters in two or more of the words in the list.
- (b) Change the last two letters of this word to one letter and you have the name of a creature with wings. What is the word?
- (c) Drop the first letter of this word and you change its meaning but not its pronunciation.

Remember to look again at your own list of hard words. Be sure that you can spell them correctly.

Extra Help

1. Write the words in the list that
 - (a) begin with consonant partners such as **wh** and **ch**.
 - (b) begin with the consonant blend **pl**.
 - (c) begin with vowels.
 - (d) begin with **w**.
 - (e) have the sound of long **o**.
2. Which words
 - (a) begin or end with **ch**?
 - (b) begin with a silent letter? Circle the silent letter in each word.
 - (c) end with **se** having the sound /z/?
 - (d) have the sound of long **a**?
3. (a) What is the singular form of **tomatoes**? Write both singular and plural forms of this word.
 - (b) Write **potato** and its plural form.
 - (c) Which words in the list have three syllables? How do you know?
 - (d) Which word is always written with a capital letter?
 - (e) Which words in the list have **c** with the sound /s/?



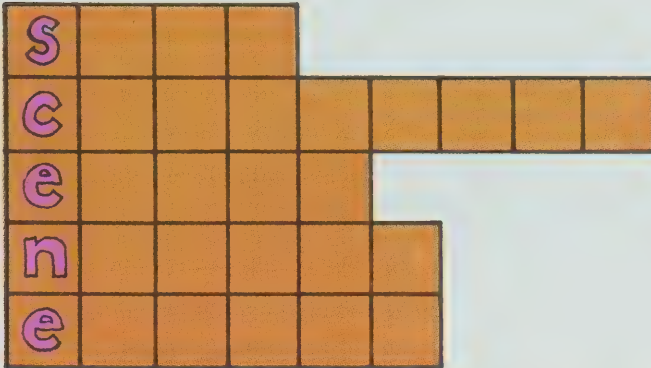
4. What Am I?
 - (a) I care for sick people
 - (b) I am part of a play.
 - (c) People use me to say, "Come in!"
 - (d) You can read me.
 - (e) Boats travel along me.
 - (f) I contain this:



5. Find Me!

- (a) I have three consonants written together.
- (b) I end with the letters **ps**.
- (c) My ending spells **late**.
- (d) I have the same ending as **future**.
- (e) I rhyme with **leather**.

6. On your paper write the words from the list needed to complete this puzzle.

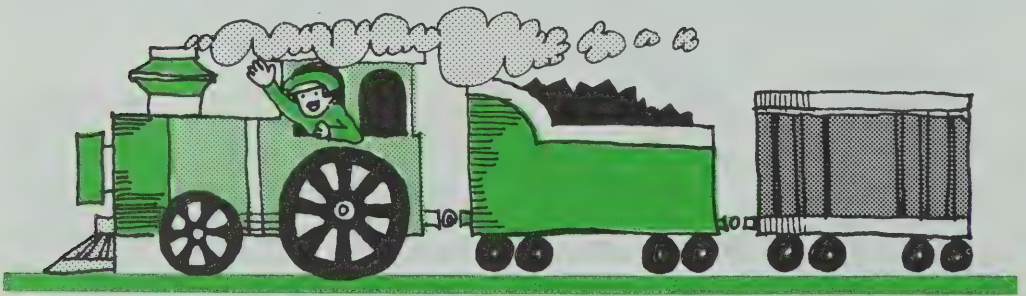


For Good Spellers



1. (a) The people of Canada are called **Canadians**. What are the people of these countries called: Italy, Japan, the Philippines, China, New Zealand, France?
- (b) What language is usually spoken in Australia? Moscow? Berlin? Finland? the Netherlands?
- (c) In what countries do these people live: Swedes, Greeks, Mexicans, Spanish, Swiss?

2. (a) The **birch** is a tree found in Canada. Make a list of five other trees that grow in Canada.
(b) Some trees are green all year and are called **ever-greens**. What are trees called that lose their leaves every year?
(c) Name two of each kind of tree mentioned in (b).
3. (a) **Please** is the base word for two other words in the list. Make other words that have **please** as a base by adding **ing**, **dis**, and **un** to **please** or the words made from **please**.
(b) Use a dictionary to help you find and explain the difference between **weather** and **climate**.
(c) Add **ed** to **weather** and use the word you have made to show that you know what it means.
4. (a) A **canal** is an artificial waterway. Name three famous and important canals.
(b) Use an encyclopedia or other reference book to help you explain why canals have been built.
5. (a) **Nurse** names a person with a particular occupation. Name three persons who are named **for** their occupations, for example, **electrician**.



- (b) Find and write two synonyms (words that have the same or almost the same meaning) for the word **surprise**. Explain how these words differ a little in meaning from **surprise**.
 - (c) What events or occasions do you think it is important to **celebrate**?
6. Your pet has done something that has made your parents angry. Make up a good excuse for what he or she has done.

The Silent Partners

7



Have you ever read this little rhyme?

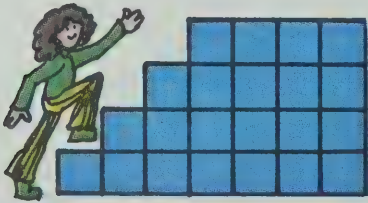
**When two vowels go walking,
The first does all the talking.**

The verse is sometimes true. It can occasionally help your spelling as well as your reading.

real	gain	meal	hail	
heat	measles	spear	raise	clear
beans	throat	peaches	remain	leave
				rear

- Look at the first vowel of each vowel pair in the words of the list. What do you notice about the first vowel in each pair? What do you notice about the second vowel in each pair? Is the verse at the top of the page true for these words? Explain why.
 - Write the words that have the vowel pair **ea**, pronounced \bar{e} . In these words draw a ring around the silent partner.
 - Which words have the vowel pair **ai**? Draw a box around the sounded partner. What kind of vowel is the sounded partner?
 - Which word has the vowel pair **oa**? Draw a box around the sounded partner and a ring around the silent partner.
- Write **throat**. Three rhyming words mean
 - an animal with horns
 - something that moves on water
 - a large ditch around a castleWhat are the words?
 - Three words in the list have a connection with food. What are they?
 - Three words could have some connection with weather. What are they?

3. (a) **Beans** and **peaches** are plural. What is the singular form of each of them?
- (b) What are the plural forms of **spear**, **meal**, and **throat**?
- (c) **Raise**, **gain**, and **leave** are words that tell about something that happens in the present. Write the forms of **raise** and **gain** that tell about past time. How is the past tense of **leave** different from the past tenses of **raise** and **gain**?
4. Make New Words
- (a) Add **un** before **clear** and **real**. What is the meaning of the prefix **un** in the words you have made?
- (b) Add **ly** at the end of **clear** and **real**. Use one of the words you have made in a question to show that you know its meaning.
- (c) Add **un** to the beginning of **gain** and **ly** to the end to make an adjective (a describing word). Use the word you have made with a noun to show that you know what it means.
- (d) Make different words by changing the last letter of: **clear**, **spear**, and **heat**.
5. On your paper write words from the list needed to complete this puzzle.



Across:

1. the opposite of cold
 2. not cloudy
 3. part of one's neck
 4. a disease
6. Opposites
- Write the words in the list that have opposite meanings to these.
- lower lose dull imaginary leave
7. Test yourself on the words in the list. First, look quickly at the word. Second, cover the word. Third, write the word. Fourth, check the spelling by looking at the word in the book once more. Use the steps in **How To Study a Word**, page 5, for words you misspelled.



costume

howl

clothes

awful

powder

owl

sheet

Hallowe'en

ghost

suppose

witch

wore

owner

scream

scared

escape

pumpkin

quiet

1. Use at least one word from the list in each answer to the following questions.
 - (a) What holiday falls on October 31?
 - (b) What costumes are popular on Hallowe'en?
 - (c) What vegetable is often used to make a Hallowe'en lantern?
 - (d) How does the owner of the house often pretend to feel when children come to the door?
 - (e) What is sometimes used to make up the children's faces?
2. Ask a question about
 - (a) the awful scream that came from the haunted house.
 - (b) the clothes you used as a Hallowe'en costume.
 - (c) a witch riding a broomstick on Hallowe'en.
3.
 - (a) From what base word is the word **owner** formed? Write **owner** and beside it its base word. Add **ship** to the end of **owner** to form still another word.
 - (b) What is the base word of **scared**? Add **ing** to the base word. What happened to the silent **e** at the end of the

base word? Now add **y** to the base word. What happened to the silent **e** this time?

- (c) Write **clothes**. The base word is **clōth**, which means a fabric. To put **cloth** on to cover yourself, add **e** to **clōth** to make the word **clōthe**. (Notice what happened to the vowel **o** when **e** was added to **clōth**.) **Clothes**, then, are or were **cloth** coverings. Write **clothes** again and its base word. Mark the vowel **o** long or short.

4. Write

- (a) three words that have a long **e** sound. Circle the letters that spell the long **e** sounds. In what way are they different in the three words?
- (b) four words containing the letter combination **ow**. In which pair of words does the combination spell the same sound?
- (c) all the other words in the list that have the sound of long **o**.

5. Which word in the list

- (a) has a silent **h** as its second letter?
- (b) begins with **qu** and has two syllables?
- (c) begins with a three-consonant blend?
- (d) ends with three consonants?

6. (a) Add **ing** to **suppose**, **powder**, **escape**, and **scream**. Be careful of the words that end with silent **e**.
- (b) What are the plural forms of **owl**, **scream**, **owner**, **sheet**, and **powder**?

7. With all the fun and noise, it is hard to believe that the word **Hallowe'en** really means a **holy evening**, the evening before All Saints' Day. Which part of this compound word means **holy**? For what letter does the apostrophe stand?

8. Pretend you are an owl sitting in a tree watching what happens on Hallowe'en. Write an owl's-eye view of the evening.



protect	cause
carelessness	too
cough	absent
heart	hearty
everybody	spread
it's	illness
disease	handkerchiefs
against	



duty	discover
discovery	drug

1. Use at least one word from the list in answering the following questions.
 - (a) Why are some students absent from school?
 - (b) How is disease often spread?
 - (c) What should a person do when he or she coughs, in order to protect others from illness?
2. Two Useful Suffixes (Endings)
 - (a) What is the base word of **carelessness**? Write **carelessness** and the two endings that have been added to the base word.
 - (b) Add the suffix **less** to **use** and **hope**. In what way has the suffix changed the meaning of the base word in each case? What is a **sleeveless dress**, an **airless room**, a **flightless bird**?
 - (c) Write **illness**. What is its base word? Notice that the suffix **ness** changes **ill**, an adjective, to **illness**, a noun. What happened to **careless** when **ness** was added to it?
 - (d) Add **ness** to **awful**, **bold**, **pleasant**, and **quiet**. In each case what became of the original adjective when **ness** was added?
 - (e) Write **heart**. Add **y** to make another word in the list.

3. Two Useful Prefixes

- (a) Write **disease**. Draw a line between the prefix **dis** and the base word. What do you think **disease** meant at one time?
- (b) Write **absent**. Draw a line between the prefix **ab** and the base word **sent**. The base word comes from a Latin word that meant **being**. What does the word **absent** now mean? What do you think the prefix **ab** means? Look up **ab** in a dictionary to find the meanings it often has as a prefix, and write two more words that begin with the prefix **ab**.

4. Find in the list and write

- (a) the word that has the sound /f/ spelled by two other letters. What vowel sound do you hear in this word? How is it spelled?
- (b) the words that end in **t**.
- (c) the word that means **also** or **more than enough**.

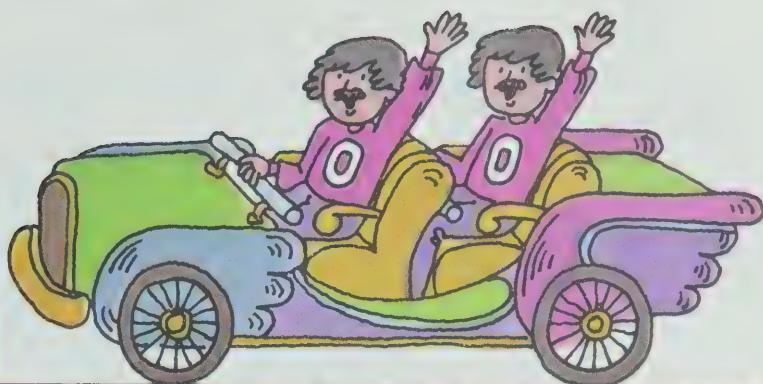
5. Write

- (a) **everybody**, and then write the two words you see in **everybody**. Draw a ring around **er** in **everybody**.
- (b) **handkerchiefs**. This is an interesting word. If you translated the three words of which it is made you would have "hand-cover-heads".



Which part of **handkerchiefs** once meant **cover heads**? What does the word mean today?

- (c) the part of **handkerchief** that could mean the head man of a village, or the head of a tribe. Write **handkerchief** again, and decide what the relationship is between the handkerchief you might carry and the head man of a tribe.
6. What words in the list are opposite in meaning to ... ?
harm for result health it isn't
7. Add **s** and **ing** to **protect**, **spread**, **cough**, and **cause**. Be careful of the final **e** in **cause**!



beets

seek	loose	needle	heel
steel	nineteen	cheer	thirteen
good-bye	goose	seemed	fifteen
sleeve	speech	root	

- Of the vowels in the English alphabet only the pairs you see here regularly appear as twins. What are they?
 - Which words in the list have the vowel twins **oo**? Say the words carefully. What do you notice about the pronunciation of the vowel twins **oo** in these words?
 - The vowel sound in **loose** is called long and may be marked like this: **ōō**. The vowel sound in **good** is called short and may be marked like this: **ǒǒ**. Write the **oo** words again and mark the vowels long or short.
- Which word in the list
 - goes with thread?
 - names a metal?
 - means **not tight**?
 - is the name of a farm bird?
 - means a talk?
 - is part of the foot?
 - is the name of part of a plant?
 - names part of a coat?
 - means a loud shout of approval?
- Which word
 - has a part that means **ten**?
 - is written in the past tense?
 - has two parts joined by a hyphen?

4. (a) Write **sleeve**, **heel**, and **needle**, and then write the plural of each of these words.
 (b) What is the plural of **speech**? How is it different from the plural of **heel**?
 (c) Write **goose** and its plural form. What other word do you know that forms its plural like **goose**? Clue: It is in your mouth.
5. (a) What is the word for **19**? Underline the part of the word that says **9** and box the part that says **10**.
 (b) Take **teen** from **nineteen** and add **ty**. Write the numeral for the word you have made.
 (c) Write the word for **13**. Remove **teen** and add **ty**. Write the numeral for the word you have made.
 (d) Do the same for **15**.
6. (a) Write **seek**. Change **k** to **n**, then to **p**, **r**, and **s** to form other words. Use the word that ends with **p** to show that you know what it means.
 (b) Add **ing** to these words: **seek**, **cheer**, **seem**.
7. Make a list of the words
 - (a) of one syllable.
 - (b) of two syllables.
 - (c) that end in silent **e**.
8. Some twins look very much alike. Tell the story of the twins, John and Bill, in these three pictures.

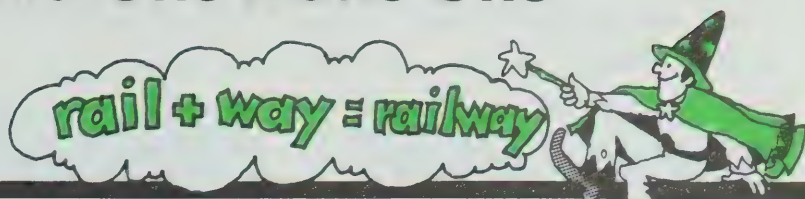


Did You Know?

Many years ago, **good-bye** meant **God-be-with-ye**. It asked for God's blessing on the person to whom one was saying farewell.

One and One Make One

11



railway	midnight	television	
maybe	wherever	fireplace	
airport	downstairs	telegram	telephone
highway	highrise	helicopter	flight attendant
codfish	telescope	streamlined	coconut

When two or more words have been put together to form a single word, the new word is called a **compound word**. Notice that there is no mark to show where the original words have been joined.

1. (a) In the list there is a pair of words that are used together but the pair is not joined to make a compound. Write the words. There are many pairs like this one that have not quite become compound words: e.g., **bottle opener**, **house guest**.
(b) Write **attendant**. Box the double **t** and underline the suffix **ant**.
2. (a) **Helicopter** was first used over a hundred years ago. It was made from two Greek roots, **helix (heliko-)** meaning **screw**, and **pter(os)** meaning **wing**. Write **helicopter** and explain why the name given to it is suitable.
(b) **Telegram** and **television** are recently manufactured words. **Tele** meant **far**, or **at a distance**, in ancient Greek and **gram** is from a Greek word meaning **writing**. Write **telegram** and **television**. In what ways do their names suit their meaning?
(c) Write **telephone**. Find out what the second word in the compound means.

3. Match the words in Group 1 to the words in Group 2 to make compound words. Make any spelling changes that are necessary.

Group 1 rail fire mid air high where down may tele	+	Group 2 phone port stairs be ever rise way place night
--	---	--

4. Making New Compounds
- (a) Use the first part of **everywhere** to make compound words by adding **body** and **one**. Be careful of the two e's in **every**.
 - (b) What is the opposite of **downstairs**?
 - (c) Make a compound word by changing **high** in **highrise** to **sun**.
 - (d) Make a compound word by using the last part of **wherever** as the first part of a word that ends with **green**.
 - (e) Change **port** in **airport** to **ways** to form another compound word. Change **port** to **plane** to form still another compound word.
5. (a) Which words in the list have something to do with flying?
- (b) Which words have a part that means **at a distance**?
- (c) Write the synonym for (word with the same meaning as) **maybe**.
- (d) What is the opposite of **noon**?
6. Answer the following questions, using at least one word from the list in each answer.
- (a) Where do large trucks often travel?
 - (b) How are grain and heavy machinery usually shipped in Canada?
 - (c) Where do flight attendants usually report for duty?
 - (d) What brings news and entertainment into most of our homes?

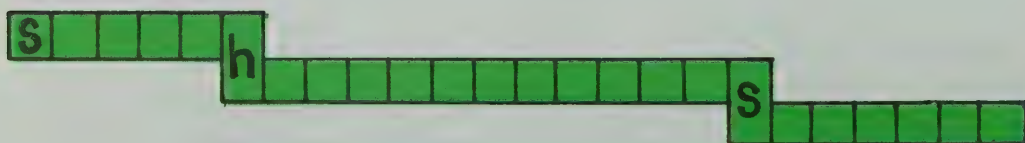


1. raise	suppose	handkerchiefs	cause	absent
2. disease	speech	everybody	wherever	good-bye
3. quiet	awful	ghost	escape	straight
4. protect	telegram	loose	against	railway
5. cough	needle	nineteen	downstairs	real

The words in the list may be hard for some people to spell. Add to the list for study the words you have in your own list of hard words.

- List the words in Row 1 in alphabetical order.
 - Which words in Row 1 are one-syllable words?
 - Write the three-syllable word in Row 1.
- Look at Row 2 and write
 - two words that have a long **e** sound. Circle the letters that spell **ē**.
 - the word that means **farewell**.
 - the word that contains the word **ease**.
 - two words in which you see the word **ever**.

3. In Row 3 find and write
 - (a) three two-syllable words.
 - (b) two one-syllable words.
 - (c) two words that have **gh**. In which of these words are both **g** and **h** silent? In which word is one of the letters sounded?
 - (d) the word that ends in **ful**.
4. In Row 4,
 - (a) what two compound words do you see?
 - (b) which word has **again** as its base word? What is the suffix (ending) in this word?
 - (c) in which word do you see the prefix **pro**? Add **ion** to this word to make a noun.
 - (d) find **railway** and write it. Now write **high** instead of **rail** to make another word you have studied. Write **road** instead of **way** to make a word that has the same meaning as **railway**.
 - (e) which word has a double vowel? Write the word and mark the vowel long or short. What sound ends the word?
5. Among the words in Row 5 find the answers to the following questions.
 - (a) What often happens when you have a cold?
 - (b) What has an eye but can't see?
 - (c) What number comes before twenty?
 - (d) In what part of a house is a basement bedroom?
 - (e) How would you describe something that is not a copy or an imitation of something else?
6. Use words from the list to complete this word chain on your paper. The last letter of one word is the first letter of the next. Be sure you have the right number of letters in every word.



7. What Am I?

- (a) It is suitable that my last syllable rhymes with **sniffs**.
- (b) My first syllable means **to have a light supper** and my second syllable means **to take up a position for being photographed or painted**.
- (c) I am a compound word, the second part of which means **always**.
- (d) I have the same prefix as **absorb** and **abhor**.
- (e) I have two vowels together, both of which are sounded.



Extra Help

1. Write the words in the list that have
 - ai • twin vowels • the long o sound • gh
 - with the sound /f/ • c or w joined to h • au
 - c with the sound /k/ • aw
2. Which words in the list ... ?
 - (a) mean the opposite of **crooked**, **noisy**, **no one**, **tight**, **in favour of**
 - (b) mean almost the same as **illness**, **away**, **a talk**, **to think or imagine**
 - (c) contain these smaller words: **chief**, **body**, **stairs**, **need**, **sent**, **good**, **ease**
3.
 - (a) In the list find and write the words that have the following consonant blends: **nt**, **ct**, **nst**, **st**, **nd**, **pr**.
 - (b) Make two lists of the words in (a), showing which have the consonant blends at the beginning of the word and which at the end. Make a third list of the words that have these blends in the middle of the words.
 - (c) Write the words that have the following letter combinations: **gh**, **qu**, **ea**.
4. Find and write
 - (a) the longest word with one syllable.
 - (b) the word with the most syllables.
 - (c) the word that uses the same vowel three times.
 - (d) the words that have **s** with the sound /z/.
5. Word Math
 - read – d + l = • lawful – first l =
 - telegraph – ph + m = • rails – s + way =
 - cough + ing = • protection – ion =
6. In the list find the words that rhyme with
 - seal • compose • consent • moose • applause

For Good Spellers

1. (a) Write two more compound words that use the parts of the following compounds that are in heavy type: **everybody**, **nineteen**, **telegram**, **baseball**, **automobile**, **photocopy**.
(b) Here are some very old compound words in which it is no longer easy to see the original base words. Use a large dictionary or a book of word origins to find the words that were used to form the following: **curfew**, **lady**, **neighbour**, **dandelion**.

2. **Chief** and **chef** come from the same root. Explain how you think the two words are related in meaning.



3. (a) List at least three words in addition to **needle** that end in **dle**.
(b) What is a word that rhymes with **cough** but spells the rhyming part differently? What is a word that is spelled the same as **cough** except for the first letter, but does **not** rhyme with it?
(c) What word means the opposite of **absent** and differs from it only in the prefix?
4. **Pro** is a common prefix. What are the following words, all beginning with the prefix **pro**?
 - a university teacher • bring something forth to show or sell • to drive something forward • to utter or to speak sounds • to forbid • a machine for throwing pictures on a screen
5. The names of diseases are interesting to learn to spell, and many of them have interesting histories as well. **Pneumonia** is one of them. Write the names of four or five other diseases. Use a dictionary to check the spelling.

13 Spelling in Mathematics

math	product	million
subtract	thousand	plus
figure	division	addition
hectare (ha)	amount	problems
mathematics	divide	minus
multiplication		



Every subject, in school and out, has special words, a special vocabulary. The words in this unit are necessary when speaking or writing about or doing mathematics.

- Write **mathematics**. Draw a ring around the **e** to help you remember it and where it comes in the word. Now write the short form of **mathematics**.
 - Which word in the list tells you to add when it is used between two numbers? Which two words tell you to subtract?
- Write
 - divide** and the noun that tells what takes place when you divide.
 - add** and the noun that tells what takes place when you add.
 - multiplication** and the base word from which **multiplication** is formed. (Clue: Subtract **cation**. What happened to the **i** when the noun was formed?)
 - subtract**. Add **ion** to form a noun that tells what takes place when you subtract.
- Find in the list and write
 - all the words that end with **ion**.
 - figure**, **product**, **amount**, **million**, **thousand**, and then write the plural forms.
 - the words that have double consonants.
 - the words using the prefixes **pro** and **sub**.
 - a measurement of area, and its abbreviation.

4. Which words
 - (a) have long vowels and end in silent **e**? Mark the vowels as being long.
 - (b) have the vowel combination **ou**?
 - (c) have in them the smaller words **is** and **are**?
5. (a) Add **ing** to **subtract**, **divide**, **figure**.
 (b) Write each of the words in (a) in the past tense.
6. Word Mathematics
 - subtract – sub + or = • addition + al + ly =
 - un + product + ive = • dis + figure + d =
 - million + aire =

Choose two of the answers to these mathematical problems and by using them in sentences show that you know what they mean.

7. A Mathematics-Spelling Puzzle

Write the numbers 1 to 8 down your paper. Beside each number write the word needed for this puzzle. When you have finished, arrange the letters in the coloured boxes to name an important school subject.



1. quantity or total
2. separate into parts
3. a thousand times a thousand
4. add
5. the business of multiplying
6. subtract
7. questions to be answered
8. shape

8. You suddenly realize that the cashier has given you too much change. You are already at home. How do you feel? How does the cashier feel when she discovers the shortage, and when you return the money?

Check your story carefully for punctuation and spelling and for the order in which you told it.

14 Long A Has Many Spellings



dairy reindeer

freight	case	shape	trail	eraser
grapes	straight	located	sailor	laid
paste	obey	eighty	eighteen	navy
break	eighth			

The long **a** sound can be spelled in many different ways, as you see. Read the words in the list and note the combinations of letters that spell the same sound of long **a**.

1. Down the side of your page write: **ai, aigh, ea, a-e, a, eigh, ey**. Beside each, write the words in the list that use those letters to spell the sound of long **a**. Underline the letters in each word.
2. (a) Write **sailor, grapes, located, laid, and eraser**, and beside each word write the base word from which it is formed.
(b) To the base word of **sailor** add **s**, then **ed** and **ing**.
(c) To the base word of **located** add **ing** and **ion**. Watch the final **e** of this word.
(d) Add **s, ed, and ing** to **obey**.

3. Make New Words

- (a) Add **er** to **freight** and **break**. What do the new words mean?
- (b) Add **er** to **trail** to make the name of a house on wheels.
- (c) Take the **s** away from **grapes** and make a compound word by adding the name of the kind of plant grapes grow on.
- (d) Add **forward** to **straight** to form a word that means **frank and outspoken**.
- (e) Change the **y** of **navy** to **al**. Use the new word with **battle** to tell about a sea fight.

4. (a) What is the singular form of **grapes**?

(b) Write in words: 88, $\frac{1}{8}$, $18 + 8$.

(c) Write **obey** and a common word beginning with **th** that rhymes with **obey**. Underline the letters that spell long **a**.

5. Which words in the list have the following meanings?

- a box • cargo • a kind of glue • a path
- placed • put down • $8 + 10 =$ • destroy • do what one is told
- person who goes to sea • something used to rub out or wipe off • the part of the armed services that serves at sea

6. (a) Add the prefix **dis** to two words in the list. How does the prefix change the meanings of these words?

(b) Add **less** to **shape**. What has happened to the meaning?

(c) In what way are **less** and **dis** alike in the words you have made?



7. Make up a story that the sailor in this picture might be telling the girl and boy.

15 Making Music Together



violin
eighth
interesting
lessons
voice
lead
believe
easy
especially

special
leader
piece
title
popular
group
written
folk

In this year's word list there are some words that are particularly useful in writing about music. Here are a few of them.

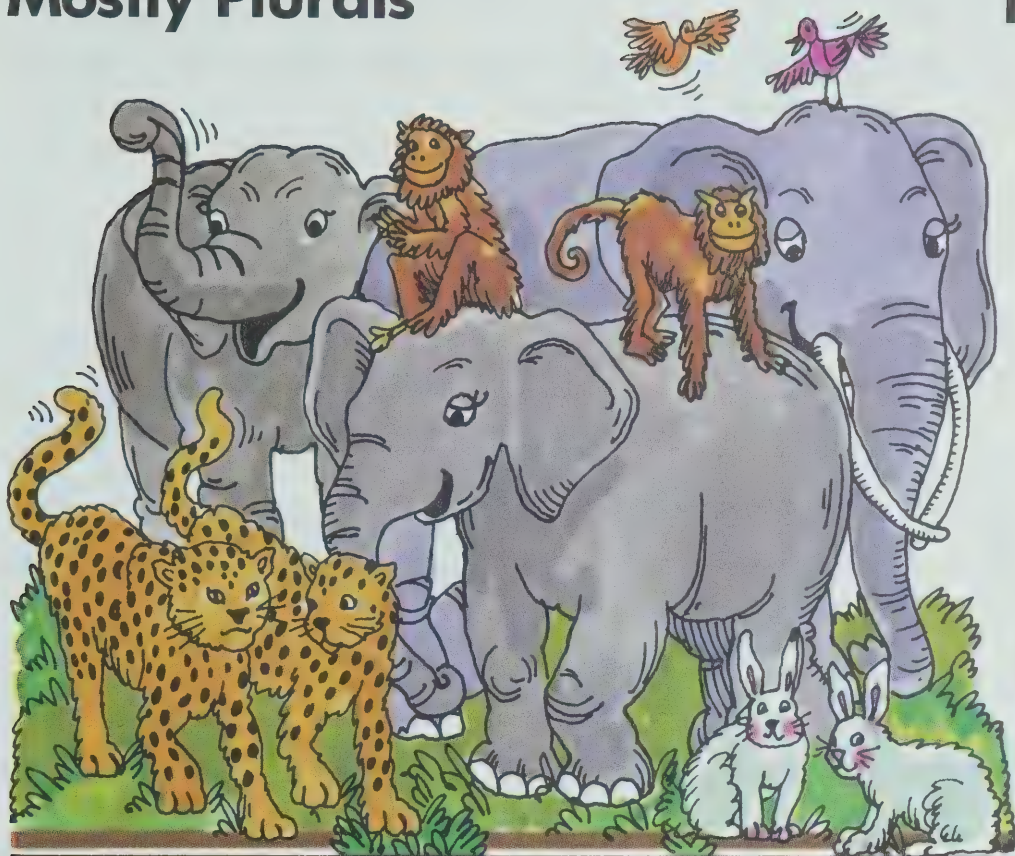
1. Answer the following questions using at least one word from the list in each answer.
 - (a) How many voices do you hear when a solo is being sung?
 - (b) What stringed instrument is named in the list?
 - (c) What title is given to the person who leads a choir or musical group?
 - (d) What is a person who sings folk songs called?
 - (e) What is half a quarter-note called?
 - (f) What special kinds of songs are often sung at Christmas time?
 - (g) What is the word from which **pop** in **pop music** was made?

2. (a) Write **interesting** after the numbers of those things you find interesting and **not interesting** after the numbers of the others: (i) folk singing, (ii) country and western music, (iii) jazz, (iv) a rock group, (v) classical music.
(b) Write **easy** after the numbers of those musical items that you think are easy to sing and **not easy** after the numbers of those you think are hard to sing: (i) a round, (ii) a selection from an opera, (iii) a popular song, (iv) a song for a musical competition.
3. (a) Write **lead** twice. Mark the vowels to show two different pronunciations of this word.
(b) Use **lead** in a sentence about a pencil. Use **lead** in a question about a school concert.
4. From the list, write
(a) all the words that have a long **e** sound. Underline the letters that spell the long **e** sound.
(b) the word that begins with a silent letter. Circle the letter.
(c) **written** and the base word from which it is made.
(d) the word that has a silent **l**. Add **s** to this word. What does it mean now?
(e) two words that use **c** to spell the sound /s/.
5. Which word or words in the list
(a) spell the sound of **sh** with the letters **ci**?
(b) spell the sound of **oo** with the letters **ou**?
(c) have **ss** in the middle?
(d) have long **u** as the middle letter?
6. (a) What are the singular forms of **lessons**, **pieces**, **titles**, **leaders**?
(b) Add **ing** to **believe**, **lead**, **write**. What happens to the last **e** when **ing** is added?
(c) Write **piece** and **believe**. What are two things that are the same about the spelling of these two words?
(d) Write **special**. Add **e** at the beginning and **ly** at the end to make a word in the list.

7. Answer with a word from the list.
- (a) **O Canada** is what part of the song?
 - (b) What is a selection of music for violin or piano sometimes called?
 - (c) What is a small company of music-makers, especially makers of modern music, often called?
 - (d) When the words and music of a song are put down on paper, what has been done with them?
 - (e) If you are learning music from a teacher, what are you said to be taking?



8. Build Words on Their Bases
- (a) Add **ist** to **violin** to make the name of a violin player.
 - (b) Add **un** to the beginning and **d** to the end of **title**. What kind of song is one that is described by the word you have made?
 - (c) Add **ity** to **popular**. What does the new word mean?



kisses	hatch	hatchet	reply	factory
secret	tax	benches	match	pears
house	ranch	enemy	matches	secretary
promise	loss	address		

1. (a) Look at these pairs of words:
 pear-pears house-houses
 kiss-kisses bench-benches
 reply-replies tax-taxes

- (b) Describe the three different ways in which the plurals were formed. Write both singular and plural forms of the words in (a). In what ways are the plural forms of **kiss** and **bench** different from the plural forms of **pear** and **house**? How does the plural of **reply** differ from the plural of **pear** and **kiss**?

canary
cherries
crack

2. (a) Write **hatch**, **match**, and **ranch**. After each word write its plural form.
(b) Write **factory**, **secretary**, and **enemy**, and the plural of each of these words.
(c) What are the plural forms of **promise**, **secret**, and **hatchet**?
3. Which words in the list
(a) are in the plural form? Write the singular form of each.
(b) end in double **s**? Write the plural forms of these words.
(c) end in **y**? Write the plural forms of these words.
(d) end in **ch**? Write the plural forms of these words.
4. Which word in the list
(a) has only three letters?
(b) is the same as another word in the list plus **et**?
(c) has the prefix **re**?
(d) has the prefix **pro**?
(e) has the suffix **ary**?
(f) has the prefix **ad**?
5. (a) Write all the one-syllable words in the list.
(b) Write the plural forms of the one-syllable words that become two-syllable words when the plurals are formed.
(c) Which one-syllable word remains as a one-syllable word in the plural?
(d) Which singular words end in a single consonant? Write them in the plural as well.
6. Which words in the list have two syllables? three syllables? four syllables? Write the plural forms of the singular words as well. In which words has the number of syllables changed?
7. Find and write the words in the list that name
(a) a small axe
(b) a farm on which cattle are raised
(c) a place where goods are manufactured
(d) something used for making a flame

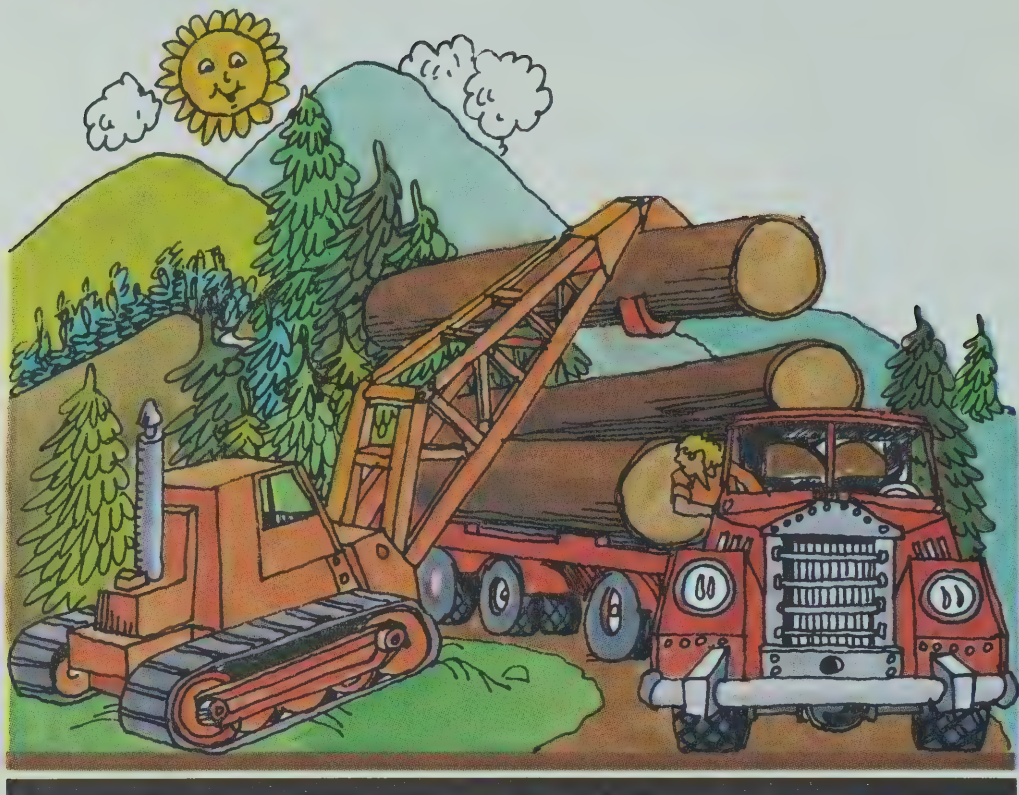
8. Several words in the list have two entirely different meanings. Show by using them in a sentence or a phrase that you know at least two meanings for **match**, **hatch**, and **address**.



The word **canary** is an interesting word. Strangely enough these beautiful singing birds received their names from a Latin word meaning **dog**.

These lovely songsters came first from the Canary Islands near the coast of North Africa. Huge wild dogs were also found on these islands. The Ancient Romans gave their word, **canis**, meaning **dog**, as the name for these islands. Thus **canaries** have a name that at first meant **dog**.

17 Timber!



Almost half the land in Canada is covered with forests. Two great industries use our forests: the lumber industry, and the pulp and paper industry.

The paper used in this speller comes from Canadian forests.

pine	exports	tractor	axe
lumber	dropped	busy	pulpwood
begun	owe	dock	planed
plank	clock	Canadian	shipment
almost	logging		

- 1. (a) Which words in the list do you see illustrated in the picture?
- (b) Which words can you find in the paragraphs at the top of the page?

2. Use the following words as suggested:
- (a) **tractor** to explain what a tractor does in the logging industry.
 - (b) **lumber** to tell something about logging.
 - (c) **dock** to explain how lumber is shipped abroad.
 - (d) **exports** to tell about some of the products of the lumbering industry that are shipped abroad.
 - (e) **pine** and **plank** to tell about one way in which **pine** is used.
 - (f) **clock** with **around** to tell that paper mills sometimes work twenty-four hours a day.
3. (a) What does **Timber!** mean when it is shouted by loggers?
- (b) What is the difference between a **plank** and a **log**?
- (c) In which words do you see the following smaller words?
- port gun most
4. (a) Write **begun** and its base word. How was the base word changed to form the past tense?
- (b) Write **logging** and **dropped** and their base words. What endings were added to the base words? Exchange the endings of **logging** and **dropped**.
- (c) Write **owe**. Add **ing**. What happened to the final **e**?
- (d) What is the singular form of **exports**?
5. Making Words
- (a) Change **ex** to **im** in the word **exports**. Use a dictionary if necessary to help you explain the meaning of the word you have made.
 - (b) Take off the suffix of **tractor** and add the prefix **sub** to make a new word. Use the new word in a sentence to show what it means.
 - (c) Make two words from **busy** by adding the suffix **ness**. In one word change the **y** to **i**, and in the other leave **y** unchanged. Use both words to show that you understand the difference in meaning between them.
 - (d) Write **owe**. Remove **e** and add **n**. Use both words to show the difference in meaning.

6. (a) Write **Canadian product** after the number of each of the following that is made or grown in Canada:
- (i) newsprint
 - (ii) lumber
 - (iii) bananas
 - (iv) grain
 - (v) tractors



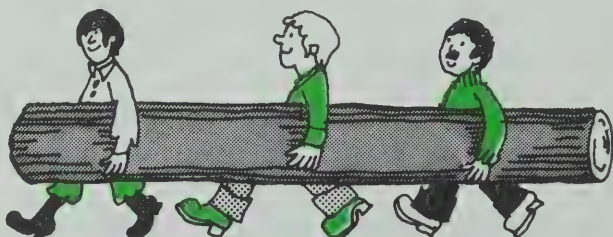
- (b) Write **Canadian** after the numbers of the following cities that are Canadian:

- (i) Washington
- (ii) Ottawa
- (iii) Tokyo
- (iv) Fredericton
- (v) Edmonton



- (c) Write **lumber** after the numbers of any of the following that require lumber in the building of them:

- (i) a garage
- (ii) a well
- (iii) a house
- (iv) a watch



7. Pretend that you are one of the logs in the picture. In a short paragraph write the story of your life.



Remember: Proof-read everything you write. Check for punctuation and spelling.

Group A		Group B	
sailor	address	freight	eighth
lessons	title	located	obey
secretary	product	divide	almost
voice	tractor	especially	begun
piece	amount	believe	interesting
match	factory		
Canadian			



- Look at the words in Group A. Write all the words that are singular in form, and beside each write the plural. Find the word that is plural and beside it write its singular form.
- List the ten words of Group B in alphabetical order.
 - Write all the words in both groups that have only one syllable.
 - Which word ends with four consonants?
- Which word in the list
 - begins with **ei**?
 - has **oi** in the middle?
 - ends with a double consonant?
 - ends in **ey**?
 - begins with the consonant blend **fr**?
- Find and write the word that means

• belonging to Canada	• name of a book, song, or story
• next to seventh	• an office worker
• started	• part of something
- Write
 - the words that have **c** spelling the sound /s/.
 - two words using the suffix **or**.
 - all the words that end with silent **e**, including any base

word that ends with silent **e**.

- (d) all the words that have the sound of long **a**. Circle the letters that spell the long **a** sound in these words.

6. Mathematical Spelling

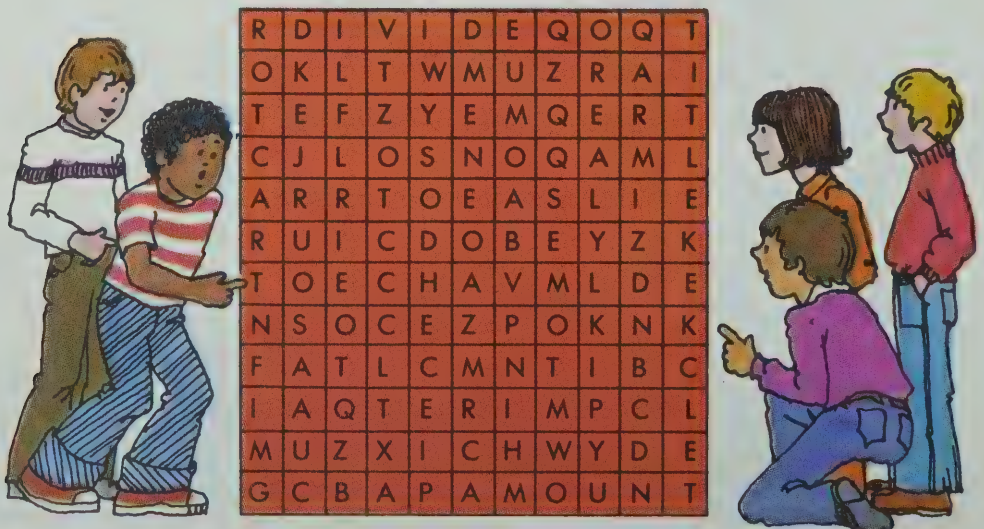
Write these questions and beside each write the correct answer:

- (a) interesting – ing + ed = (e) divide – de + sion =
(b) obey – y + dience = (f) sailor – or + boat =
(c) located – ed + ion = (g) en + title + d =
(d) believe – ve + f = (h) in + voice =

7. Make words by

- (a) adding **manu** to the beginning of the root word **fact** and **ure** to the end.
(b) changing the **t** of **product** to **e**.
(c) adding **un** to the beginning and **ed** to the end of **di-
vide**.
(d) taking away the **ad** of **address** and adding **ing** at the end.
(e) Choose two of the words you have made and write a phrase or a sentence to show that you know their meaning.

8. Eight words from the list are hidden in this puzzle. Find at least seven of them and write them on your paper. Clue: They may be spelled across the puzzle, down, up, diagonally, or even backwards.



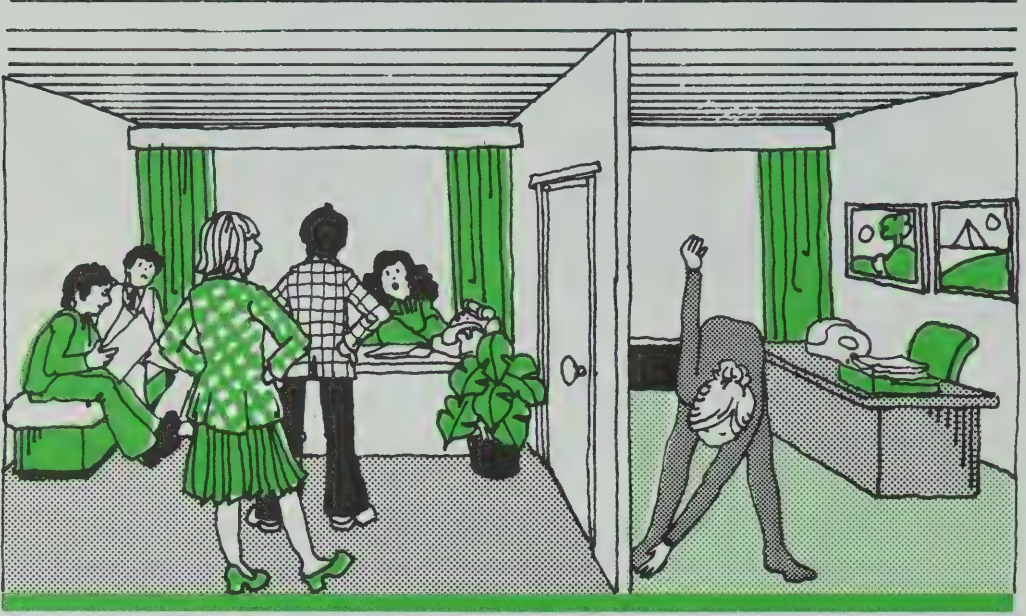
Extra Help



1.
 - (a) Five words in the list have a vowel and an **r** as partners. Write the words, and draw a line under the partners.
 - (b) Five words have a consonant followed by **r**. Write the words and circle the **r** and its preceding consonant.
 - (c) In what words is **g** not sounded?
 - (d) Write the words that end with the consonant blends **st**, **nt**, and **ct**.
2.
 - (a) In which words do you see these smaller words?
eight mount sons duct
 - (b) Which words have these prefixes: **pro**, **e**, **inter**, **al**?
 - (c) Which words have the vowel combination **ie** spelling the sound of long **e**?
3. Which words in the list
 - (a) have the long **a** sound spelled **eigh**? spelled **ey**?
 - (b) begin with **be**?
 - (c) end with a consonant?
 - (d) have double letters?
 - (e) have the letter **v**?
4. With a coloured pen or pencil print the following vowel partners down your page: **ei**, **ei**, **ei**, **oi**, **ou**, **ie**, **ie**, **ey**. With an ordinary pencil make words from the list by printing letters in front of or after these vowel partners. Make as many words as you can before looking at the word list.

5. What Am I?

- (a) I have several meanings, one of which is **game**.
- (b) Part of me is the word **secret** because in my work I can't tell everything I know.



- (c) I mean **not quite**.
- (d) I make my living on the water.
- (e) You write me on an envelope.

For Good Spellers

1. Many people work in our transportation systems. A sailor, for example, works on a ship. Make lists of other people who work in our transportation systems on the water, in the air, and on land.
2.
 - (a) A secretary usually works in an office. What other office occupations do you know?
 - (b) What kinds of products are manufactured in factories in your part of Canada?

3. (a) The answer of a problem in multiplication is called the **product**. What are the answers of addition, subtraction, and division questions called?
 (b) Try to answer this question without help, and then use a dictionary or thesaurus to add to your answers. Write words that mean the same or almost the same as: **especially, answer, amount, interesting, location**.
4. (a) Several of the words in the list may be used as both nouns and verbs. Choose three of these words and use them first as nouns and then as verbs.
 (b) The suffix **or** often names the “doer” of an action. It indicates a noun. In **tractor**, **tract** is from a Latin verb that means **pull**. A **tractor** is something that **pulls**. A **doctor** was once someone who teaches. What is a **sculptor**? a **professor**? Think of and write other words with the suffix **or** that name “doers”.
5. Fun with Secret Codes



Bgdbj dudqxsghmf xnt vqhsd enq bnqqdbs rodkkmf.

The words in this sentence are not incorrectly spelled. They are spelled in code.

Each letter in these words stands for the next letter in the alphabet. That is the secret of this code.

Write what the coded message means, and then write a sentence of your own in the same code. What does the word **decode** mean? Check with a dictionary to make sure you are right.

19 The World of Sports

parachute
through
junior
toward
skis
final
senior
threw
sport
finally
course
score
toboggan
passed
shouted
captain
to
toss

throughout
crowd
skiing



1.
 - (a) **Parachute** is a compound word. Its first part, **para**, is from Italian, meaning **keep off**, and the second part, **chute**, means a **fall**. Use the word **parachute** in a sentence to show how its original meaning is related to its present meaning.
 - (b) Write **ski** and its plural form. Use a dictionary to find out from what language English borrowed the word **ski**. Add **ing** to **ski**. What strange combination of letters do you see in the word you have made?
 - (c) **Junior** and **senior** are words that were borrowed unchanged from Latin. Write both words. How are they related in meaning?
2. Use one or more words from the list in each answer to these questions.
 - (a) In the picture, in what sport is the person hanging in mid-air taking part?
 - (b) Which sports shown in the picture are winter sports?
 - (c) What equipment do you use in the sport that may be either downhill or cross-country?
 - (d) What title is given to the leader of a team?
 - (e) What is the name of the field on which golf is played?
 - (f) To whom did the baseball player in the picture toss the ball?
3. Answer each question with one word from the list:
 - (a) What do you call the number of points made by players on a team?
 - (b) What did the crowd do when the home team scored?
 - (c) What word describes the score at the end of a game?
 - (d) What has a team member done when he has thrown the ball or shot the puck to another team member?
 - (e) What word means the same as **throw**?
4.
 - (a) Three words in the list show action in the past. Write them, and beside each write the form of the verb that shows action now (the present tense of the verb).
 - (b) Write **to**. Add **ward** to make **toward**. Use **to** and **toward** to show that you know the difference in meaning between them.

- (c) Write **final**. Add **ly** to make **finally**. Explain why **finally** has two l's.
5. (a) Which two words in the list are pronounced the same? Words that have the same sound but different spelling are called **homonyms**, from Greek **homos**, meaning same, and **onyma**, meaning name.
(b) Show that you know the correct uses of the homonyms you have written by writing a sentence or two about a baseball and a broken window.
6. Which words
(a) have a double consonant?
(b) have the vowel combination **ou**? (Notice the difference in the pronunciation of **ou** in these words.)
(c) begin with the letter **s**?
(d) end with the letter **n**?
(e) begin with consonant blends?
(f) end with silent **e**?

More Word Stories

- **toboggan** — from Canadian French, from the Algonquin Indians — a truly Canadian word.
- **captain** — from the Latin word meaning **head**.
- **sport** — is from the word **disport**. Disport comes from Latin and means to be carried away from work.



Did You Know?

— Ice hockey is Canada's national game and originated in Canada.

— Basketball was invented by a Canadian.

Words Have Different Forms

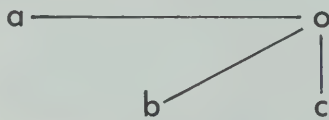
20

The English language is not the easiest language to learn to speak — or spell. Many of our words have different forms depending on how they are used. The words in the list are examples of words that change their forms according to their use.



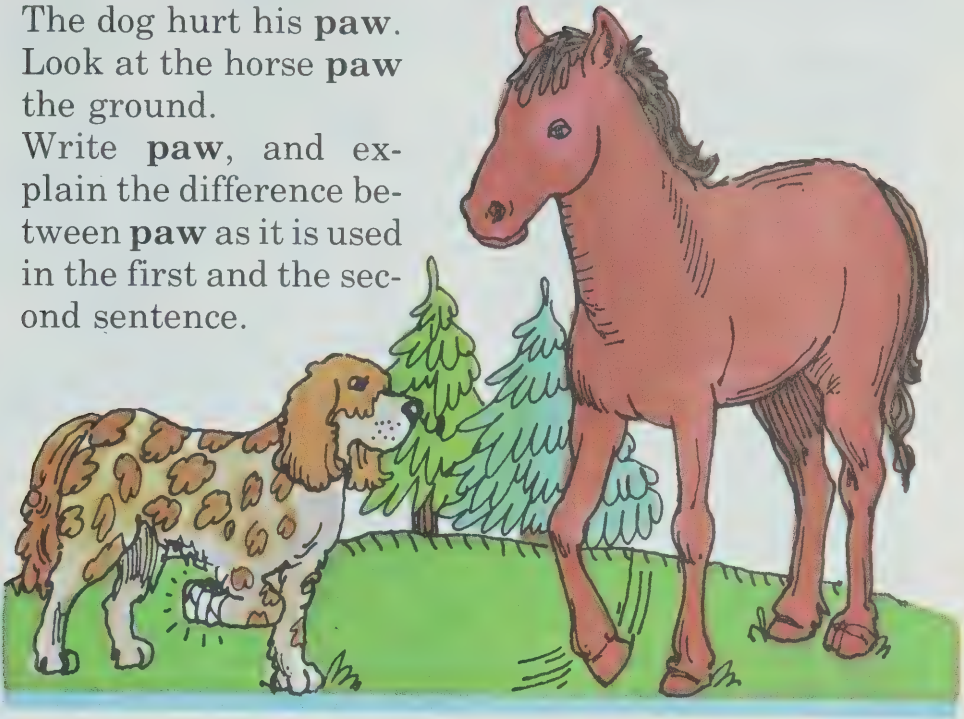
- In a column write **built**, **spoke**, **fought**, and **thought**. Beside each past tense write the present tense of the verb.
 - Break**, **remember**, **shine**, and **fasten** show action today. They are in the present tense. Beside each of these words on your paper write the past tense of the verb.

- (c) What is the base word from which **tries** is formed?
- (d) Write **fry**. Add **es** and then **ed** to **fry**. What change did you have to make in the base word when you added the endings?
- (e) What is the base word of **known**? Add **ing** to the base.
2. (a) Write **slip** and **quit**. How does each of these words end?
- (b) Add **ing** and **er** to each of these words. Remember to double the last single consonant before adding the endings. Add **ed** to **slip**.
- (c) Add **ery** to **slip**. What happened to the final consonant of **slip**?
Use this new word to describe something.
3. **Proud, lonely, close, and easy** are describing words — adjectives. They can be used to compare, or to make comparisons, for example:



- (a) If **a** is **close** to **o**, write a word to tell how **close b** is to **o**.
Now write a word to tell how **close c** is to **o**.
Usually, in comparing two objects or persons, you must add **er** to the adjective. In comparing three or more objects or persons, you add **est** to the adjective. (If the word already ends in **e**, just **r** or **st** is added.)
- (b) Under the headings, **Describing One, Comparing Two, Comparing Three or More**, write the forms of these adjectives: **proud, cold, fast, dark, large, small, warm, bright**.
4. (a) The word **lonely** can also be used to compare. Do these math-spelling questions.
lonely – y + i + er = ? Comparing Two
lonely – y + i + est = ? Comparing Three or More
- (b) Make your own math-spelling questions for **easy, busy, and funny**, to show the forms for **Describing One, Comparing Two, and Comparing Three or More**.

5. (a) Read these sentences:
 The dog hurt his **paw**.
 Look at the horse **paw**
 the ground.
 Write **paw**, and explain the difference between **paw** as it is used in the first and the second sentence.



- (b) Write the past tense of **paw**. Add **ing** to **paw**.
 (c) Make up a question and an exclamation using **paws** as a verb in one and as a noun in the other.
 (d) In alphabetical order which comes first, **paw** or **pawed**?
 6. Make a chart like the one below and write in the missing words:

Today	With ing	Yesterday	With have
		spoke	spoken
slip			
		paid	paid
		fought	
shine			
break			
		thought	
			known

21 Looking Good

nail	stockings
ribbon	collar
umbrella	perfume
clothes	gloves
mirror	shoes
leather	beads
zipper	pleasant
socks	
slippers	comb
feather	bracelet



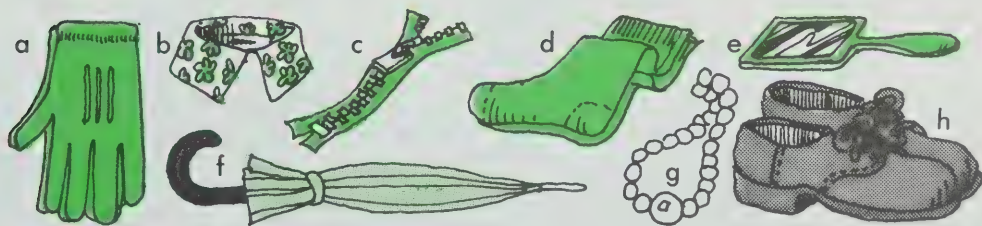
The words in this list are useful in writing about your clothes and your appearance. Many of the words also have interesting stories.

Did you know that ... ?

- **mirror** comes from a Latin word that means **to wonder**? **Admire** is related.
- **socks** comes from a Latin word meaning a kind of low-heeled, light **shoe**.
- **umbrella** is from Latin **umbra**, **shade**. The suffix **ella** meant **little**.
- **beads** is an Old English word meaning **prayers**. Many people count their prayers on a string of beads.
- **zipper** is a new word made from **zip**. **Zip** was invented to sound like something moving fast.

1. Use at least one word from the list in each answer to these questions.
 - (a) What articles of clothing do you wear inside your shoes?
 - (b) What kind of shoes might you wear with a bathrobe?
 - (c) What do you call the part of a garment that goes around the neck?

- (d) What articles of clothing are often made of leather?
 (e) What is used as a fastener on many articles of clothing?
 (f) What is used to produce a pleasant smell?
 (g) What shows you yourself in reverse?
2. (a) Use **nails** in a sentence to explain why you should keep your nails clean.
 (b) Use **umbrella** and **clothes** together in a sentence telling why you might use an umbrella.
 (c) Explain one use you might make of **ribbon**.
 (d) Describe the kind of **shoes** you like to wear.
 (e) Tell why you do or do not like to wear **beads**.
3. (a) Write all the words of one syllable.
 (b) Write all the two-syllable words that have double consonants. Divide these words into syllables.
 (c) Write the rest of the words in the list in alphabetical order.
4. Write the words in the list that are plural. Notice that the word **clothes** does not have a singular form. Beside the other plural words, write their singular forms.
5. Without looking at the list, write the word for each of these pictures.



6. (a) Write the words in which you see **gl**, **br**, **cl**, **st**. Draw a line under these consonant blends.
 (b) In which words do you see the following smaller words: **loves**, **slip**, **fume**, **ail**, **rib**, **stock**, **ant**?
7. Write a story or a short explanation about wearing different kinds of clothes for different occasions, or at different times of the year. Proofread your story. Make sure that your handwriting is neat and easily read.

22 Spelling Long e

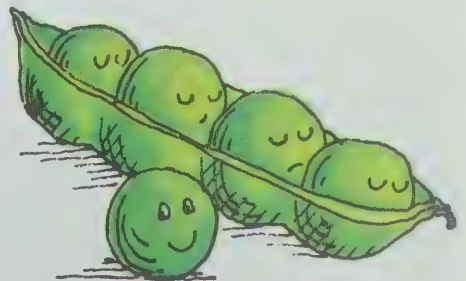
Like most of the vowels, long e is represented in writing in many different ways. Often there is nothing except memory to help you decide which spelling is used in any given word. There are, however, a few useful clues. Watch for them as you study the words in the list.



niece	receive	steam	forty
speech	monkey	least	peas
sincerely	honey	believe	nineteen
movies	piece	underneath	pioneer
disappear	already	pottery	

1. (a) Write **e**, **ee**, **ei**, **ea**, **ey**, **y**, **ie**, and **e + consonant + e** down the side of your paper. Write each word in the list beside the correct combination for spelling the sound of long e. Notice that three of the words contain two different spellings for this sound.

- (b) Look carefully at the words that have long **e** as the final sound. How many syllables do these words have? Try to make up a “rule” that works for many words of more than one syllable that end with the sound of long **e**.
2. (a) Write **receive**. Make another word by changing the prefix **re** to the prefix **de**. Make still another word by taking away **ve** from **receive** and replacing it with **pt**. Use the word you have made to show that you know what it means.
- (b) What letter comes before the **ei** that spells the sound of **ē** in the words you have just written? What sound does this letter have? Think of a “rule” that sometimes works for the spelling of the sound of long **e** when you hear it after **c** with the sound /s/.
3. (a) Which words in the list have prefixes? Write the words and box the prefixes.
- (b) Write **sincerely** and box the suffix. Write the base word. Which spelling of the sound of long **e** do you see in the base word?
- (c) Look at **receive** and **sincerely**. What happens to the “rule” you discovered in Exercise 2(b)? Write these two words, circling **c** and the following vowel, and remember that “rules” in spelling are useful but do not always work!
4. (a) From the list write five-letter words that mean
- twice twenty • the bees’ product • a sister’s daughter
 - the opposite of most • what boiling water forms • a part of
- (b) Which words in the list mean ... ?
- films • a talk
 - to get • honestly
 - a new person in a new land
 - a kind of vegetable



5. (a) Which two words in the list rhyme and spell the rhyming parts the same?
(b) Which two words in the list rhyme and spell their rhyming parts differently?
(c) Which word names the last of the teens?
(d) Which word follows the rule of **ei** after **c**?
(e) Write **honey**. Change the **h** to **m**. Write two more words that end with **ey** having the sound of long **e**, one of which is in the list.
(f) What is the plural of **monkey**?

Did You Know?

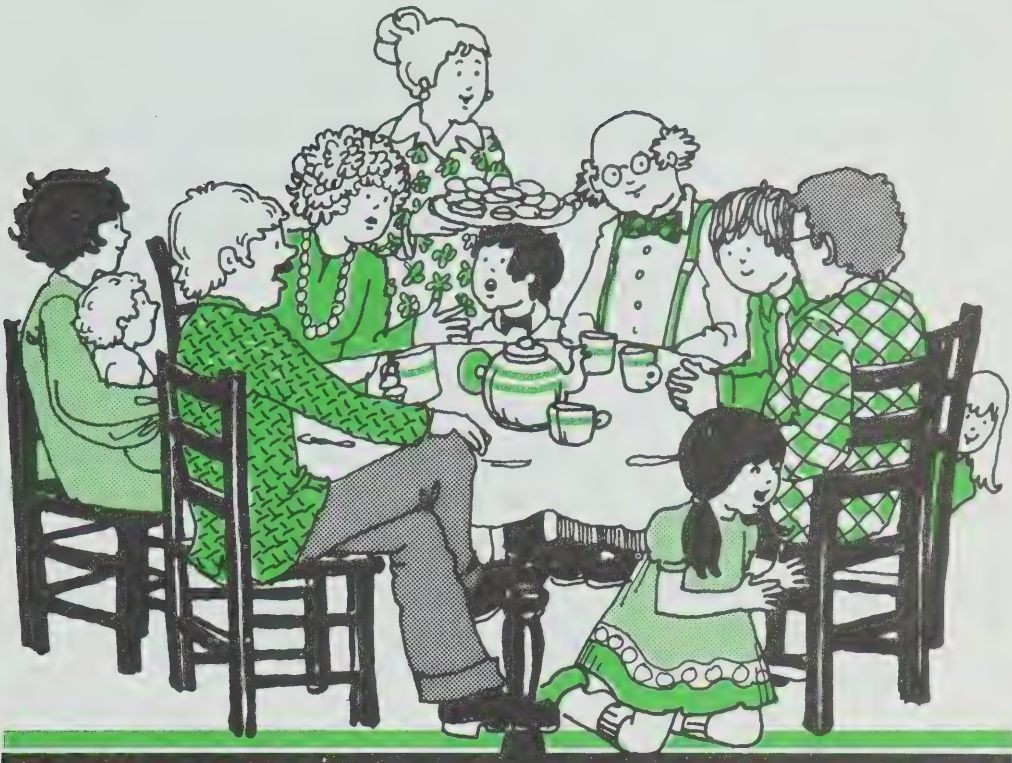
Pioneer originally meant, and still means in army talk, one of a body of foot-soldiers marching in advance with spades and other tools to prepare the road for the main group of soldiers. How do you suppose **pioneer** came to have the meaning we generally give it today?

6. Make up a story in which you are a pioneer in your part of Canada. Tell about two or three things that happened to you that could not happen today.



Be sure to proofread your story. Check spelling and sentence forms.

Are you keeping your two word lists up to date?



Life in a family has its moments of laughter and its moments of worry. When daughters, sons, nieces, nephews, and cousins come together in a small house for a family celebration the grown-ups, among whom there may be some who prefer peace and quiet, cannot honestly say that the occasion is one of pure pleasure!

marriage miss adventure			
daughter	laughed	pleasure	Miss
among	nephew	favourite	Mr.
whom	built	house	Mrs.
cousin	laughter	honest	Ms.
all right	niece	comics	

1. Which words in the list are also used in some form in the paragraph at the top of the page?
2. In a sentence, using words from the list, tell
 - (a) which are your **favourite comics**.
 - (b) what relation your aunt's son is to your mother.
 - (c) something you believe to be an **honest** thing to do.
 - (d) whether there is a **daughter** in your family.
3. Which words in the list
 - (a) are made from the same base words?
 - (b) end with silent **e**?
 - (c) together often mean **yes** or **okay**?
 - (d) have the sound /f/ spelled in three different ways?
 - (e) name members of a family?
 - (f) have silent **gh**?
4.
 - (a) Use **Who** and **Whom** as the first words of questions.
 - (b) Answer the questions you have asked, using one or more words from the list.
5.
 - (a) What are the plural forms of **daughter**, **cousin**, **nephew**, **niece**, and **house**?
 - (b) Use the phrase **among the houses** along with one or more of the other words in the list.



- (c) If you had comics to give away you might divide them **between two** friends or **among many** friends. Write **among** after the numbers of those words with which you would use it correctly and **between** after the

numbers of those words with which you would use **between**.

- (i) Jim and Dave
- (ii) Karen, Carol, and Debbie
- (iii) your two cousins
- (iv) my four sisters
- (v) our two houses
- (vi) all his nephews

6. Write

- (a) **pleasure** and **honest**. Make new words by adding the prefix **dis** to both.
- (b) the base word of **laughed**. Add **s** and then **ing** to the base word.
- (c) the two words beginning with **h**. Box the silent **h** and underline the sounded **h**.
- (d) **built**. Circle the silent letter. Remove **t** and add **d**. Then add **ing**. Which other word in the list might be named by the word you made?

7. (a) Write **all right**. Explain how it is different from **already**, **almost**, and **although**.

- (b) Write **nephew** and another word you have studied that also spells /f/ with the letters **ph**. Clue: You could talk to your nephew on it.
- (c) Which three words have the vowel combination **ou**? Explain the differences in the pronunciation of **ou** in the three words.
- (d) Write **pleasure** and its base word. What are two other words formed from the same base?

8. Look at the titles, **Miss**, **Mr.**, **Mrs.**, **Ms**.

- (a) In what way are they all alike? In what way is **Miss** different from the other three?
- (b) Which title would you use before the name of the man who lives next door?
- (c) Which one of two titles might you use for his wife? for his daughter? Which title would you use to address his son?
- (d) Write a title for yourself, followed by your name, as it would be written on a letter.

24 Some Words to Review



promise	believe	umbrella	honest	course
captain	skis	cousin	through	mirror
all right	leather	fought	receive	quit
built	shoes	toward	toboggan	pioneer
collar	finally	sincerely	disappear	daughter

These words and any others that are in your own list of hard words should be thoroughly studied again.

- From the list, write
 - four words that name people.
 - seven words that name objects you can touch.
 - five words that tell what you can do or might have done.
 - two words that may be used to describe (adjectives).
- Write **disappear**, **promise**, **quit**, **receive**, and **believe**. Add **ing** to these words.
 - Write the present tense of **built** and **fought**. Add **ing** to those forms.
 - Write the two words in the list that are plural, and beside them write their singular forms.
 - What are the plural forms of **captain**, **umbrella**, **cousin**, **daughter**, **toboggan**, and **collar**?
 - Which words in the list have the suffix **ly**? Write their base words.
 - Which word contains **ward**? Make another word by substituting **back** for the first part of this word.

3. Spelling Mathematics

Write both the question and the answer.

- shoes – s + lace = • disappear – dis + ance =
- skis – s + ing = • in + sincerely – ly =
- un + believe – e + able = • dis + honest + y =

4. Find in the list and write a word that means

- an early settler • at last • in the direction of
- a glass that reflects • your uncle's child
- to vanish • head man of a ship • tanned hide

5. Guess Me!

- (a) I once carried furs but am now used for sport.
- (b) I provide protection from the rain.
- (c) I say that I am going to do something.
- (d) I am my mother's female child.
- (e) Still water or polished steel can do what I do.
- (f) I describe someone who is truthful.

6. (a) Arrange in alphabetical order all the words that begin with **b**, **c**, and **d**.

(b) Which words in the list will be found on a dictionary page that has as its guide words: **country** – **cove**?

(c) Write **through** and all the words in the list that would be listed alphabetically after **through**.

7. Which words in the list

- (a) are connected with winter sports?
- (b) name members of a family?
- (c) are foot coverings?
- (d) have some connection with clothing?

8. For Fun

Use a book of idioms or a book of word origins to find the meanings of these phrases:

- mind your p's and q's
- dot all the i's and cross all the t's
- knowing the job from a to z
- not understanding even the abc's of the matter



Extra Help

1. (a) The consonant **h** is often combined with other letters to form a single sound. Write the words in the list in which **h** is combined with **t** and with **s**.
 (b) Write the words in which the combination **gh** is silent. Draw a circle around the silent letters.
 (c) In which eight words do you hear the sound of long **e**? Box the letters that spell the sound of long **e** in each word. Which of these words use a letter not included in the list of long **e** spellings in Unit 22?
2. (a) In which words do you see the short words **cap**, **bog**, **to**, **sin**, **ear**, **or**, **in**?
 (b) Which eight words have double letters?
 (c) Which word: has a silent **u**? begins with the prefix **pro**? ends with **ain**?
 (d) Which words in the list have **c** with the sound /s/? Which have **c** with the sound /k/?
3. If you were to write all the words of the list in alphabetical order, what word would come just before **umbrella**? just after **pioneer**? just before **toboggan**? Which word would be first in the list? which last?

4. A Puzzle

Eight words from the list are hidden in this maze of letters. Some are spelled backward. Find the words and write them on your paper.

					R	A	L	L	O	C	
										E	
T										C	
L	E	A	T	H	E	R		P	E	S	
I				O	B	E	L	I	E	V	E
U	E	S	R	U	O	C		S			O
B							E	L			H
					M	I	R	R	O	R	S
						V					
						E					

For Good Spellers

1. **Synonym** — a word with the same meaning; **antonym** — a word with the opposite meaning; **homonym** — a word with the same sound but different spelling. Example, **meat**: synonym — **flesh**; antonym — **vegetable**; homonym — **meet**.
 - (a) Write synonyms for the following words: **shoes, captain, mirror, built, right, believe**. If necessary, use a dictionary or a book of synonyms or a thesaurus.
 - (b) What are antonyms of the following words: **honest, receive, quit, finally, believe**?
 - (c) What are homonyms for: **shoe, through, course, guilt, main, grate, breaks, I, rough, cord**?
2.
 - (a) Explain the meanings of **collar** as used in the following: a dog **collar**, the **collar** of a coat, to **collar** a thief.
 - (b) Explain what **course** means in these phrases or sentences. (i) an exciting science course (ii) What course will the investigation take? (iii) the course of the river (iv) It will happen as a matter of course. (v) Of course you are right.
3.
 - (a) List as many words as you can of which **ward** is part, as in **toward**.
 - (b) List as many words as you can with the combination **cei** pronounced **see**, as in **deceit**.
 - (c) Write a word that begins with **qua, que, qui, and quo**.
4. Pretend that you are looking at a large mirror. Suddenly someone beckons you to come inside. What is it like in the country on the other side of the mirror?



25 The Apostrophe Does Two Jobs

president
parrot



its	principal			
it's	beaver	everybody	they're	captive
Vancouver	Edmonton	soldier	Winnipeg	doctor
won't	Wednesday	native	treasurer	Toronto

1. Why is an apostrophe used in **they're**? Why is an apostrophe used in **the soldier's cap**? Explain the title of this unit.
2. (a) Read these two sentences, noticing the uses of **its** and **it's**. The dog wagged **its** tail. **It's** short and curly. Explain when **it's** with an apostrophe is used, and when **its** without an apostrophe is used.
(b) **Won't** is the short form for **will not**, or rather for an older word combination, **woll not**. The **o** in **won't** is from the old word **woll**. Use **won't** in a sentence telling what you **will not** do this evening.
(c) Write the following words, and beside each write the short form using an apostrophe to take the place of letters that are left out: **cannot, I have, did not, will not, have not, we are, they are**.
3. When you use the apostrophe in a word to show ownership, you have written the **possessive** form of the word.
 - Look at the possessive form of these singular nouns:
the coat of the **boy** — the **boy's** coat
the shoes of the **principal** — the **principal's** shoes
What is added to show possession in most singular nouns?
 - Look at the possessive form of these plural nouns:
the coats of the **beavers** — the **beavers'** coats
the truck of the **soldiers** — the **soldiers'** truck

What is added to show possession in plural nouns ending in **s**?

- Look at the possessive form of these plural nouns:
the hats of the **men** — the **men's** hats
the clothes of the **children** — the **children's** clothes

What is added to show possession in plural nouns **not** ending in **s**?

4. Write the correct possessive form of the following. Use the first one as your guide.
 - (a) the home of my cousin — **my cousin's home**
 - (b) the streets of Edmonton
 - (c) the right of everybody
 - (d) the huts of the captives
 - (e) the climate of Vancouver
5. Write these words in the plural: **beaver, treasurer, soldier, principal**. Now write the possessive form of the words you have written.
6. Write the word that means:
 - (a) the same as **Dr.**
 - (b) they have
 - (c) all people
 - (d) a person in his homeland
7. Using a word from the list, name
 - (a) the largest city in British Columbia
 - (b) the capital of Ontario
 - (c) the fourth day of the week
 - (d) the capital of Manitoba
 - (e) the capital of Alberta
8. Comparing Words
What word in the list is spelled like
 - (a) **captain** except for the last three letters?
 - (b) **nature** except for the last three letters?
 - (c) **everywhere** except for the second part of its compound?

Remember — it's means it is!

26 A Mari Usque ad Mare — From Sea to Sea

Atlantic	surface	British Columbia, B.C.
population	route	Newfoundland, Nfld.
probably	mining	Ontario, Ont.
interesting	ore	Quebec, Que.
mineral	French	St. John's
Pacific		Fredericton



American
production

- Use words from the list in answering these questions.
 - What "seas" are referred to in the motto on the Canadian coat of arms?
 - Which Canadian province is farthest west? Which is farthest east? Write the abbreviations as well as the names of these provinces.
 - What route number does the Trans-Canada Highway have in your province?
 - What important Canadian industry is named in the word list?
 - Which is the largest province? Which has the largest population?
 - Which province named in the list is an island?
 - What is the principal language of Quebec?
- Write **surface** after the number of any of the following found on the surface of the earth: (i) grass, (ii) lakes, (iii) mountains, (iv) whales.
 - Write **mineral** after the number of any mineral named in this list: (i) leaves, (ii) gold, (iii) iron, (iv) copper, (v) water.
 - Write **ore** after the number of any of the following that are mined in Canada: (i) gold, (ii) copper, (iii) coal, (iv) uranium, (v) nickel.

3. Write

- (a) all the words in the list that have capital letters. Explain why they are capitalized.
- (b) the name of the newest province. Write its short form. Explain how the abbreviation was formed from the whole name.
- (c) **surface** and divide it into syllables. Which syllable do you say more strongly?

When a syllable is pronounced more strongly than others in a word it is said to be **accented**. In dictionaries the accent mark is usually placed after the accented syllable, like this: **sur' face**.

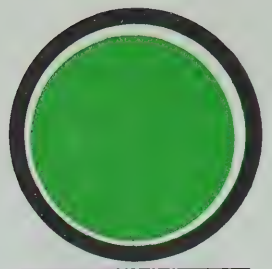
- 4. (a) Write **Atlantic**, **probably**, and **mineral** in syllables. Mark the accented syllables.
(b) Use a dictionary to check whether you have marked the syllables correctly.
- 5. (a) Write **interesting**. Give it an opposite meaning by adding the prefix **un**.
(b) Write **probably** and its base word.
- 6. After the numbers write **Atlantic** or **Pacific**, depending on whether the province is closer to the Atlantic Ocean or the Pacific Ocean: (i) Nova Scotia, (ii) Alberta, (iii) Prince Edward Island, (iv) Saskatchewan.
- 7. In what province do you live? What is its capital city? Name another city or large town in your province.
- 8. (a) Write **Newfoundland** and the name of its capital city.
(b) What city is the capital of New Brunswick?
(c) What city is the capital of Quebec?

Did You Know?

Quebec comes from an Algonquin Indian word that means **the narrow part of the river**.



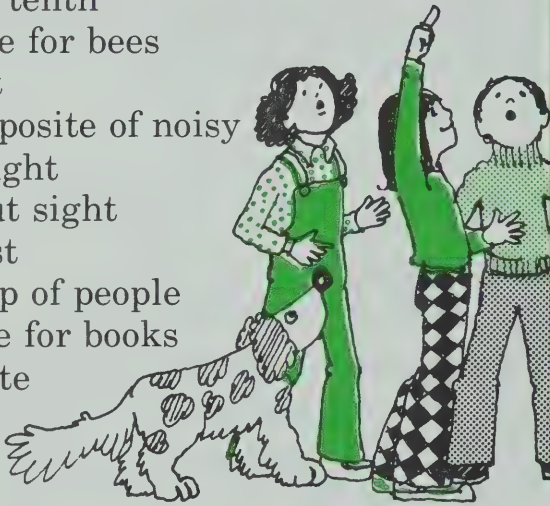
27 The Long i



1. Say the words in the list. Notice that the long **i** sound is not exactly the same in all the words. Which two words have a long **i** sound that is different from that in the other words?

2. Which word means...?

- (a) before tenth
- (b) a home for bees
- (c) at last
- (d) the opposite of noisy
- (e) a thought
- (f) without sight
- (g) the cost
- (h) a group of people
- (i) a home for books
- (j) separate



blind
library
quite
idea
dining
ninety
hive
ideal
tribe
finally
price
decided
ninth
divide
quiet

3. (a) Write the words that have just one syllable. Now, rewrite them in alphabetical order.
(b) Write in syllables the words that have two or three syllables. Pronounce each word carefully. Mark the accented syllables with this mark '.
4. (a) Write **decided**, **dining**, and **finally** and beside each, write its base word.
(b) Write a word that means:
- a person who is **dining**, or the name of a railway car in which meals are served.
 - a person who is taking part in a **final** contest.
 - the result of **deciding**. (Notice the change from a **long i** to a **short i** in this new word.)

5. (a) Add

- **ness** to **blind** and **quiet**. How does adding **ness** change the meaning of these words? Show that you know what each of these new words means.
- **ly** to **ideal**. Use the word with the meaning **perfectly**.
- **ing** to **blind**, **divide**, and the base word of **decided**. Watch the final **e** before adding **ing**.

(b) Write **price**, **library**, **hive**, and **tribe**, and beside each write its plural.

6. (a) Write **quite** and **quiet**. Notice the difference in the sound of **i**. Mark the **i** and **e** in each word long $\bar{}$, short $\check{}$, or silent \circ . Use **quite** and **quiet** to show that you know the difference in meaning between the two words.

(b) **Library** is a hard word for some people to say and to spell correctly. As you write this word, pronounce it clearly and hear its three syllables and all its letters. Write the word again in syllables.

7. What kind of library do you visit? Some children visit a travelling library called a bookmobile. Other children visit their town or city library, and most children visit the library in their school.



Write a story telling about the library you visit. Give this title to your story: My Visit to the Library. What kind of library is it? What do you do there?

28 More About Syl' - la - bles and Ac' - cents



February	errors	scout	instead	hardware
errand	whether	worse	burst	clover
worst	entrance	sugar	perhaps	bother
subject	separate	neither	surprise	
dessert	either	sore	worry	

- (a) Write all the one-syllable words.

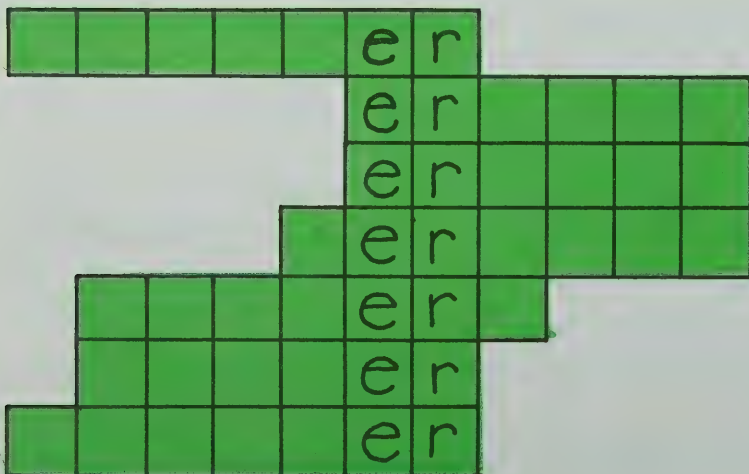
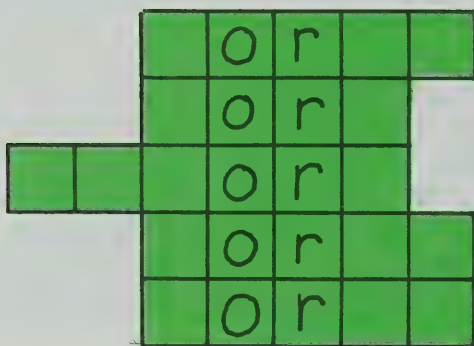
(b) Write the rest of the words as whole words and then in syllables.

(c) Say each word carefully to yourself and then mark the accented syllable like this: **su' gar**. Use a dictionary to check both the division into syllables and the accent. (The words **subject**, **entrance**, and **separate** have two meanings and two pronunciations; you will have to write them twice, showing where the accent is placed for each meaning and pronunciation.)
- (a) Use **separate**: as a verb to tell about two students who should not be sitting near each other in class; as an

adjective to describe two things or people that are apart.

- (b) Write **entrance**. Use it to show what it means when the accent is on the first syllable. Then write a word that means the same as **en trance**.
- (c) **Subject** also has different meanings depending on which syllable is accented. Use **subject** twice to show a meaning of **sub' ject** and of **sub ject**.
3. Across the top of your page write: **a—f**, **g—p**, and **q—z**. Under each heading write the words of the list in alphabetical order according to these divisions.
4. (a) In **either** and **neither** note the vowel combination **ei**. Some people pronounce it as a long **e** sound, some as a long **i** sound. Listen to people talking and notice which pronunciation is more common among people you know.
- (b) Make up and write a sentence using **either ... or** to tell about one thing or another you might like to do on Saturday afternoon.
- (c) Make up and write a sentence using **neither ... nor** to tell about two things that you will not find outside in February. Use **February** in your sentence as well.
- (d) Make up a sentence using **whether ... not** to tell about a trip you might or might not make.
5. Find in the list and write
- (a) two words that begin with **err**; then write the word that is plural in the singular form, and the singular word in the plural.
- (b) the words that in spite of their spelling are forms of **bad**.
- (c) the word that begins like **surface** but has the accent on a different syllable. The letters to remember in this word are the first **r** and the second **s**.
6. Which word in the list means
- the opposite of **best**? • painful? • mistakes
 - maybe? • a sweetening? • the second month?
 - something served at the end of a meal? • a way in?

- | | | | | | | |
|--|--|--|--|---|---|--|
| | | | | a | r | |
| | | | | a | r | |
| | | | | a | r | |





energy	science	lessons	thought	problems
minute	hour	alive	insects	aquarium
question	possible	understand	pearl	experiment
usually	twenty-four	moss		scientific

soda	chalk
------	-------

- The word **science** comes from the Latin word **scientia**, **knowing**, which in turn was formed from the Latin verb root **sci-**, **know**.

 - Write **science**. What word names a person whose life work is science?
 - Remove **ce** from **science** and add **tific** to make the adjective that means **related to science**.
 - Insect** is formed from a Latin word that means **cut**. How many parts has an insect's body? Why do you think the root of its name meant **cut**? Look at the words **intersect** and **section**. Why do you suppose they are from the same root as **insect**? Write all three words, underlining the base word in all three.
- Write **alive** after the numbers of the things that are alive: (i) monkeys, (ii) flies, (iii) grasses, (iv) rocks, (v) minerals.
 - Write **I understand** after the numbers of those things you think you understand and **I do not understand** after those you do not understand: (i) nuclear physics, (ii) why birds go south for the winter, (iii) $2 + 3 + 5 = 10$, (iv) this lesson.

3. (a) Make a word meaning **not possible** by attaching a prefix to **possible**.
 (b) Make a word meaning **getting the wrong meaning** by adding the prefix **mis** to **understand**.
4. Adding Suffixes
 (a) Write **thought**. Add **ful** to make a word meaning **with much thought**.
 (b) Write **question** and the word that is made by adding **able**.
 (c) Add **ly** to **hour**. Write **hour**, the word you have made, and a sentence about something that happens every hour.
 (d) Write **usual**. Add the suffix **ly**. How many l's are in the word you have made?
 (e) Write **moss**. Add **y** and use the new word to describe a tree or a stone.
5. (a) Add **s**, **ed**, and **ing** to **question**, and **s** and **ing** to **understand**.
 (b) What is the past tense of **understand**?
 (c) Write **thought** and the present tense of **thought**.
6. Use at least one word from the list in each answer to these questions:
 (a) How many hours are there in a day?
 (b) What is one-sixtieth of an hour called?
 (c) What precious stone is formed in an oyster shell?



7. Which word in the list ... ?
 (a) means a fish tank
 (b) means trying something to discover what happens
 (c) contains **earl**, **less**, **ought**, **quest**, **live**
8. (a) Which word in the list means **very small**?
 (b) From what root is **aquarium** derived?
 (c) What two words in the list, one singular and the other plural, are often used as synonyms?
 (d) Which word has **g** with the sound of **j**? What is meant by a shortage of what this word stands for?

Another Look at Some Important Words

30



Newfoundland	Quebec	Ontario	thought	library
British Columbia	ninth	science	insects	soldier
population	they're	either	probably	possible
ninety	usually	daughter	separate	quiet
surprise	whether	finally	route	dining

1. Answer with sentences, using at least one word from the list in each.
 - (a) The name of which province is a compound word?
 - (b) The name of which province is made up of two words?
 - (c) Which province has a capital city of the same name?
 - (d) In which province is the capital of Canada situated?
 - (e) Which words name people?
2. Answer with a word from the list.
 - (a) What do you mark on the map when you trace the roads to follow on a cross-country trip?
 - (b) What do you call an unexpected happening?
 - (c) What living creatures have six legs?
 - (d) What is the short form of **they are**?
3. (a) Write the following words, and then the base words from which they are formed: **usually**, **probably**, **quietly**, **finally**. What is the suffix in each case? Why are **usually** and **finally** spelled with two l's?

- (b) What are the base words of the following: **librarian**, **scientific**, **thoughtful**, **impossible**, **insecticide**?
4. Write the word in the list that
- is the past tense of **think**
 - is 90
 - goes with **or**
 - follows **eighth**
 - means **maybe yes**
 - is the opposite of **noisy**
 - means **apart**
5. (a) What are the plural forms of these words?
daughter soldier surprise science library
Remember what you must do to the **y** of **library** when you form the plural.
- (b) Write **ninety** and **ninth**. What must you watch for in the spelling of these words?
- (c) Write in words $\frac{1}{99}$, **99**, **990**, $\frac{8}{9}$.
6. Which words in the list have
- (a) the consonant partners **th**?
 - (b) **gh** not sounded?
 - (c) double consonants?
 - (d) the sound of long **i**?
7. Using the words in parentheses, write sentences
- (a) telling (whether) or not you would like to eat on the (dining) car of a train.
 - (b) telling what you (usually) like to do after school.
 - (c) explaining that you like or don't like one or another topic in science. (either, science)



Review the words in your personal list of hard words as well as the words in this unit.

Extra Help

1. Find in the list and write
 - (a) all the words that have capital letters, and their abbreviations.
 - (b) the words that end with **ly**.
 - (c) the word in which **ei** is pronounced either **ē** or **ī**.
 - (d) the word that uses **a** twice.
 - (e) two words that have the combination **ie** with both vowels sounded.
 - (f) all the words that end with **er**.
2. Which word in the list
 - (a) uses **di** to spell the sound /j/?
 - (b) uses **ou** to spell the sound /oo/?
 - (c) begins with **sc**?
 - (d) ends with **tion**?
 - (e) is one before **tenth**?
 - (f) ends with **ry**?
3.
 - (a) In which words do you see the following smaller words: **sold, nine, pop, par, usual, in, all, ate, ought, found**?
 - (b) Which word uses an apostrophe? What words are contracted to make this word?
 - (c) Write all the words that have the consonant **c**. When the **c** has the sound /k/, write **k** above it; when the **c** has the sound /s/, write **s** above it. If the **c** is silent draw a circle around it.
 - (d) Which words have the following consonant blends: **bl, ct, nth, br, pr**?
4. Write
 - (a) **dining** and the base word from which it is formed.
 - (b) **possible** and the word that can be made by adding **y**. Remember what happens to the final **e**!
 - (c) **either** and explain how it is pronounced.
5. Which words end with the sound /t/ and a silent **e**? Which words end with the sound /t/ without a silent **e**?

For Good Spellers

1. (a) **Science** is a school subject. Write the names of three other subjects you study at school.
(b) What are the other words like **ninth**, beginning with **first** and ending with **twelfth**?
(c) What are at least three different kinds of books you can find in a library?
2. Geography/Spelling
(a) What was Canada's population at the last census?
(b) How old is Canada this year?
(c) What are the names of the Great Lakes?
(d) What is another large lake in Canada?
3. (a) What are two synonyms for **thought**? A thesaurus or a book of synonyms may be helpful.
(b) Use **science** as a base for forming other words by adding prefixes, suffixes, or both, e.g., **conscientious**.
(c) **Sur** is actually a prefix in the word **surprise**. Use a dictionary that supplies origins to find out what the two parts of **surprise** once meant. Find three more words that have the same prefix.
4. (a) What are homonyms of **route** and **they're**?
(b) The root of **finally** is **fin** from Latin **finis**, **end**. Add prefixes and suffixes to this root to build a family of **fin** words, e.g., **de-fin-ite**, **con-fine**. Check with a dictionary to be sure you are identifying words of the **fin** family and not other words that happen to have the same letter combination.
5. See how many words you can make of the letters of the word **daughter**. Use each letter only once in each word. Try for at least thirty words. You may reach fifty!

Be Alert Today — Be Alive Tomorrow

31

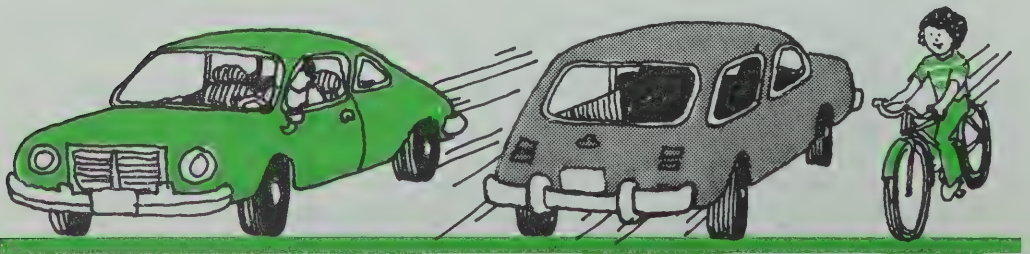


area	pain	danger	dangerous
accident	slippery	lying	tear
moment	hospital	chance	police
doctor	brakes	loose	mistake

ambulance

- Look at the picture and answer the questions, using at least one word from the list in each answer.
 - What took place just before the event you see in the picture?
 - What two words from the list might you use to describe the condition of the road?
 - Who is bending over the boy?
 - What is the boy doing?
 - Where do you think he will be taken?
 - Who will investigate the accident?

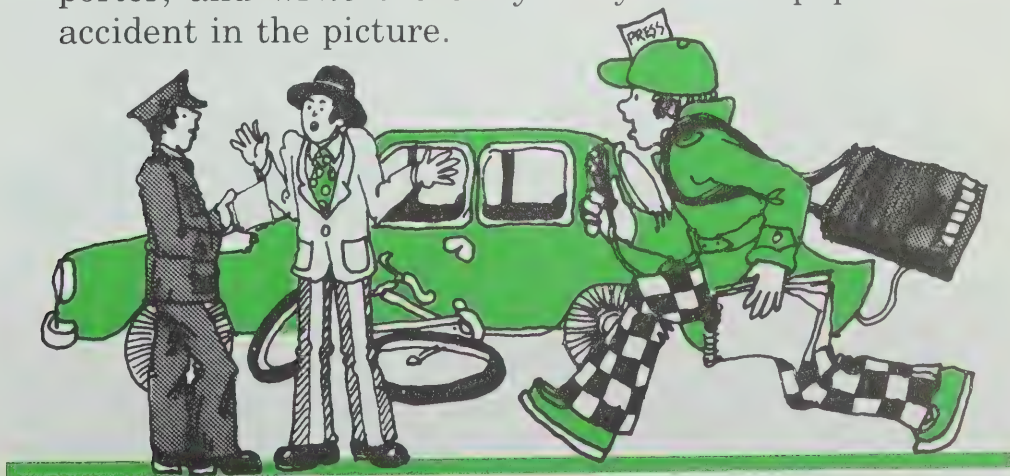
2. Write sentences, using at least one word from the list in each sentence,
- (a) to tell what the driver of the car did when he saw the **danger** of hitting the bicycle.
 - (b) to describe the **dangerous chance** one takes when riding on a slippery road.
 - (c) to tell how the driver or the boy felt at the **moment** of the **accident**.
 - (d) to explain what the driver meant when he said his **brakes** were **loose**.
3. Which word in the list
- (a) has two different pronunciations and two different meanings?
 - (b) is made from another word in the list by the addition of a suffix?
 - (c) has **c** with the sound /k/ and **c** with the sound /s/ side by side?
 - (d) has three vowels, all pronounced, and only one consonant?
 - (e) has **slip** as its base word? What are the two suffixes added to the base?
 - (f) has **lie** as its base word?
 - (g) has the prefix **mis**?
4. (a) What does **A** stand for in the equation
A = Length × Width?
- (b) What do you feel when you hurt yourself?
 - (c) Write **dangerous** after the numbers of those things you believe to be dangerous, and **not dangerous** after the numbers of those you think are not dangerous:
 - (i) riding a bike on the wrong side of the street,
 - (ii) throwing snowballs, (iii) playing baseball on a diamond, (iv) playing baseball on a road.



5. The root word of **lying** is **lie**. **Lie** has two meanings: (i) to rest, and (ii) to tell a falsehood. Its present and past forms depend upon its meaning.

Present	With ing	Past	With a helper
lie (to rest)	lying	lay	(have) lain
lie (to tell a lie)	lying	lied	(have) lied

- (a) Write the correct form of **lie** to tell each of these ideas:
- that a person had a rest yesterday afternoon
 - that a person has often said something that is not true
 - that a person is resting right now
- (b) Write **lain** and **lies** to show that you know their correct use.
6. Which word in the list ... ?
- ends with **al**
 - ends with **ea**
 - has a double vowel
 - has the consonant blend **sl**
7. Which words ... ?
- end with the consonant blend **nt**
 - have **g** with the sound of **j**
 - have double consonants
 - have the sound of long **a**
 - have a long **a** + a consonant + silent **e**
 - end with **ce**
8. How good a newspaper reporter are you? A newspaper reporter tells the **who**, **what**, **when**, **where**, **how**, and **why** of an event. Pretend that you are a newspaper reporter, and write the story for your newspaper of the accident in the picture.



32 More Spelling in Math

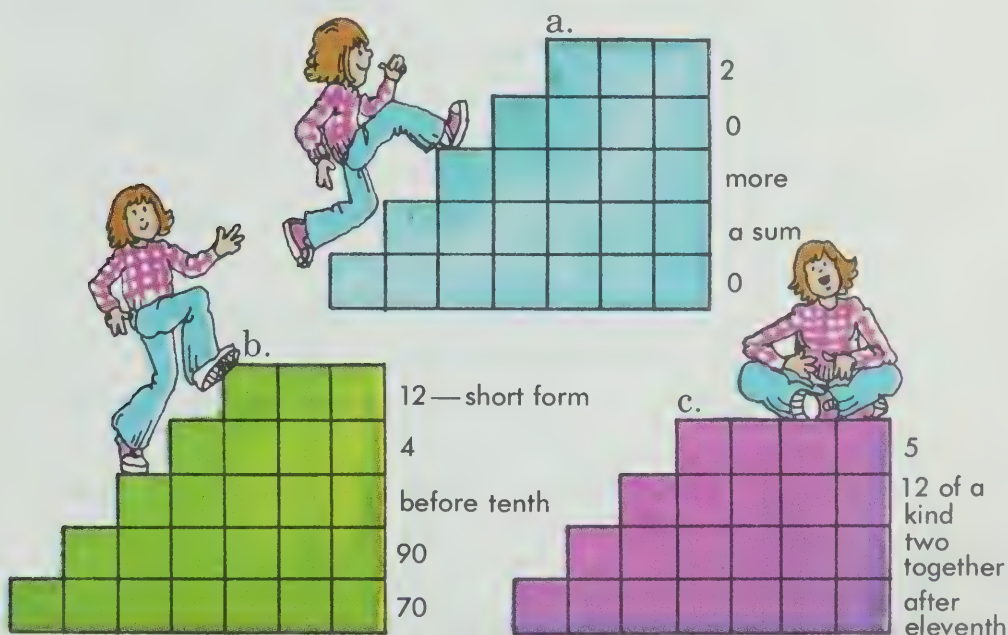
ninety	twelfth
couple	ninth
twin	amount
none	two
dozen (doz.)	eleventh
check	seventy-five
eighth	extra
nothing	fourth



In Unit 13 you studied words that are used often in math class. Here are some more mathematics words.

1. One of these words has a short form. Write this word, and beside it write the abbreviation. Do not forget the period. How many letters are in the abbreviation? Which letters are these? Underline these letters in the long form.
2. (a) Write the words in which you see and hear these smaller words. Draw a box around the smaller word.
thing, nine, mount, eleven, one.
(b) Write the word that has a hyphen.
(c) Write the words for **74, 92, 95, 72, 94, $\frac{1}{4}$.**
(d) Write the two words that come after **seventh**, the two words that come after **tenth**, and one word that comes after **third**.
3. (a) Write the word **two**, and beside it write (i) another word from the list that means **two together** and (ii) another word that means **two born at the same time**.

- (b) Write the word **none**, and beside it write another word from the list that means almost the same as **none**.
- (c) Select and write the word that stands for: (i) more than is needed, (ii) total quantity, (iii) what you should do with all answers.
4. Find in the list and write
- three words with **ou**. Draw a box around **ou**.
 - six words that have **th**. Draw a line under **th**.
 - three words with **tw**. Draw a box around **tw**.
 - the word that has **ch** and **ck**.
 - the words that have only one vowel.
5. Write each of these words in syllables, and mark the accented syllable: **amount**, **couple**, **extra**, **ninety**, **twenty**.
6. Without looking at the word list, write on your paper the words needed to climb these stairs:



Remember

- the period after abbreviations.
- the hyphen in words like **seventy-five**.

33 Two of a Kind — Double Consonants



appeared	common	office	rubbers	suppose
bill	disappear	appointed	copper	swell
roll	pillow	hello	disappointed	hurry

Read the words in the list. What do they all have in common?

1.
 - (a) Write the one-syllable words. Draw a box around the double consonants. What two things do you notice that are alike about these words?
 - (b) Which words in the list have two syllables? Divide the words into syllables, and mark the accented syllable in each word.
 - (c) Which word has four syllables? Which have three?
2. What Word Am I?
 - (a) When I happen to something it can no longer be seen.
 - (b) I go well with butter and jam.
 - (c) When **r** is added to me I become an important person in the armed forces.
 - (d) Change my suffix **ed** to **ment** and I become a noun.
3. Making Words

There are many families of English words that have the same root, but different prefixes and suffixes.

 - (a) Write **suppose**. Remove the prefix **sup** to get the root. To the root add the prefixes **com**, **ex**, **im**, and **de** to form other members of the **pose** family. Now replace the ending **e** on all these words with **ition** to obtain another large group belonging to the same family.

- (b) Choose two words of each group of the family and find their meaning in a dictionary. You may also be interested to find the Latin word from which they are derived.
- (c) Write **disappear**. Add the suffix **ance**. Now remove the prefix **dis**. Explain the difference in meaning between **disappearance** and **appearance**.
- (d) Write **roll**. Make two different words by adding the prefix **un** to **roll**, and then the suffix **er**. Show that you know the meanings of the words you have made by using the words in sentences or phrases.
4. (a) Write **swell**. Explain what it means in each of these sentences.
- A heavy swell made swimming difficult.
My sprained finger began to swell.
- (b) Make up a sentence using **bill** meaning **beak**, and another sentence using **bill** meaning **a request for payment**.
5. Test yourself on these words. Write the word that has
- (a) **ll** and means something on which to rest your head.
- (b) **mm** and means seen or heard often.
- (c) **ff** and means a place where business people work.
- (d) **bb** and names what you wear over your shoes to keep off wetness.
- (e) **pp** and is the name of a mineral.
- (f) **rr** and means to **hasten** or **rush**.
6. Find in the list and write
- (a) all the words that have long **o**. Underline the letters that spell **ō**.
- (b) the words in which you see the following smaller words: **pill**, **low**, **well**, **rub**, **off**, **cop**, **pose**, **point**, **appear**, **ill**.
- (c) the words in which these scrambled letters appear:



34 What's Your Hobby?



begun

piece

enamel

knitted

sew

built

screw

thread

quit

during

fold

receive

hammer

quite

pottery

interesting

pigeon

hobby

chisel

drum

chew

Many of the words in the list are related to hobbies that people have.

1. Write

- (a) **sew** and the name in the list of something you need for sewing.
- (b) two things named in the list that you might use in woodworking.
- (c) the name of a hobby that uses clay.
- (d) the word that tells what you do to paper if your hobby is paper-folding.

- (e) the name of a bird that some people raise and train as a hobby.
2. (a) What word in the list tells what you do if you don't finish what you begin?
 (b) What word names the kind of paint that can be baked on jewellery or a vase?
 (c) Use **quite** with those words that it can go with, e.g., **quite new** but not **quite jeans**: **interesting**, **lonely**, **house**, **honest**.
 (d) Use **during** in a phrase to tell when you do the following things: play baseball, go to school, have your summer vacation, work at your hobby.
3. (a) Write **sew** and **screw**. Draw a box around **ew** in both words. Write \bar{o} or \bar{oo} after each word to show how you pronounce the vowel sounds in them.
 (b) Add **n** to **sew** and use the form you have made with a helping verb to show that you know what it means.
 (c) Add **ed** and **ing** to **hammer** and to **thread**.
 (d) In two sentences, use **hammer** as a verb and as a noun.
 (e) In two sentences, use **thread** as a verb and as a noun.
4. (a) Write all the words in the list that have more than one syllable.
 (b) Which word in the list begins with silent **k**? Write the base word from which it is made. Add **ing** to the base word.
 (c) Which words in the list have **c** with the sound /s/? What do you notice about the spelling of the long **e** sound in these words? Write the words again and draw a box around the letters that spell the long **e** sound.
 (d) Write all the words in the list that have **u** followed by **i**. In which word is **u** silent? In which words do **u** and another letter spell the sound /kw/?
 (e) Write **enamel**. Make an adjective or a verb by adding **ed**. (What happens to the **l** when you add **ed**?) Use the word you have made in one sentence as an adjective and in another sentence as a verb.

5. (a) Use the prefix **un** with **fold**, **screw**, and **interesting**. What does the prefix do to the meaning of the original word?
- (b) Write **knitted** after the number of every article that might be knitted: (i) sweater, (ii) socks, (iii) window, (iv) mitts.
6. (a) Write all the words that have double consonants.
- (b) Add **ing** to all the words in the list to which it can be added.
- (c) Write **begun** and its base word. Add **ing** to the base.
- (d) In which word does **g** have the sound /j/? What letter gives a clue to the pronunciation?
7. What's Your Hobby?
- If you have a hobby, write a short story telling about it and why you like it. If you don't have a hobby, write a story telling about something you would like to do more than anything else in the world, and tell why you may or may not be able to do it.



Proofread your story. Be right when you write!

When you read the title aloud you will notice that in the three words ending in **le**, **al**, and **el**, the endings have just about the same sound although spelled in three ways. Practice in spelling the words in the list is the best road to remembering which ending belongs to which word.

battle	hospital	level
needle	portable	principal
barrel	title	possible
trouble	couple	final
shovel	model	several

angel	bundle	shove
-------	--------	-------



1. Across the top of your paper write **le**, **el**, and **al**. Under each write the words in the list that have that ending.
2. Which words in the list have two syllables? Which words have more than two syllables?
3. Look at **portable** and **possible**. The first word has one meaning, **able to be carried** (from Latin **porta-**, **carry**), and the second word means **able to be done or to happen** (from Latin **posse**, **able** or **can be**). The **ble** ending with either **i** or **a** before it often gives the sense of **being able** to the idea of the root word. The problem is to decide, or remember, whether the first letter of the suffix is **i** or **a**!
(a) Write **portable**. Underline **a** and box the suffix **able**.

- (b) Write sentences about (i) a portable typewriter and (ii) a portable television set, using **portable** in your sentences.
- (c) Make words by adding **im** and **ex** to **portable**. What do the words mean? Check with a dictionary.
- (d) Write **possible**. Underline **i** and box the suffix **ible**.
- (e) Write **possible** or **impossible** after the numbers of the following: (i) to travel to the moon by Air Canada, (ii) to travel across Canada by train, (iii) to swim the Atlantic Ocean, (iv) to grow apples in British Columbia.
4. Which word in the list means..?
- part of a war • the name of a story • a pair
 - something used for sewing • worry or bother
5. Write the words that might be used if you were writing about
- the storing of wine or nails or pickles • something flat or even
 - removing snow • a fashion show
6. Use a word from the list to answer the following questions.
- (a) What is the usual Canadian word for the headmaster or headmistress of a school?
- (b) Is there only one or are there several cities in Canada with a population of more than half a million?
- (c) In what kind of building are sick people cared for?
7. Pick any word from the list, and write a story using it as the central idea. For example, you might write about a **barrel** that has been washed up by the waves, or a rusted **shovel** in a corner of the garden, or the **model** in the picture.



Can You Spell All These Words? 36

dangerous	separate
receive	model
interesting	couple
ninety	suppose
eighth	tear
accident	disappear
twelfth	course
cough	disappointed
whether	tomatoes
principal	quite
hospital	ninth
laughed	possible
chocolate	



- What is the base word of each of the following: **dangerous**, **disappointed**, **twelfth**, **laughed**, **interesting**, **ninety**, **ninth**?
 - Change each base word back to the word in the list, and then underline the prefix or the suffix that was used to make the word in the list. Notice changes that have to be made in some base words when a suffix is added.
- Find in the list and write
 - the word in which **gh** is silent. Draw a ring around **gh**.
 - the words in which **gh** has the sound /f/.
 - the word in which **ea** has the sound of long e.
 - the words that end with **le**; the words that end with **th**.
 - all the words with double consonants.
 - the word in which **g** has the sound /j/.
 - the words that end with four consonants in a row.

3. Write, from the list,
- (a) the words in which you see the smaller words **late** and **toes**.
 - (b) **tomatoes** and its singular form.
 - (c) **separate** and draw a box around **par**. Underline **ate**.
 - (d) **accident** and two words formed from it by adding first **al** and then **ly**.
 - (e) the words for $\frac{1}{8}$ and $\frac{1}{9}$. Notice carefully the changes in these words from their base words.
 - (f) **interesting** and the word made from it by changing **ing** to **ed**.
4. Answer the following questions, using a word from the list in each answer.
- (a) January is the first month of the year. What month of the year is December? What month is September? What month is August?
 - (b) Where do doctors and nurses work?
 - (c) What kind of cake is dark brown in colour and delicious to eat?
 - (d) How might you explain what happened when you dropped a glass and it broke?
 - (e) What do you receive to show that you have paid a bill?
 - (f) How do you feel when something you hoped for doesn't happen?
5. Write sentences, using a word from the list in each sentence,
- (a) to say that you do not know whether or not you are going to do something.
 - (b) to ask someone whether she likes the science course.
 - (c) to explain that you are not quite ready to answer a question.
 - (d) to say that you have bought or made two model airplanes or cars.
 - (e) to ask where you would find the principal's office in a strange school.
6. Making Words
- (a) Write **disappointed**. Remove the prefix and the suffix, and add the new suffix **ment**. Use the word you

have made to show its meaning.

- (b) Write **disappear**. Remove the prefix and add the suffix **ance**. Use the word you have made in a sentence to describe what your school looks like.
- (c) Write **tear**. Add the suffix **ful**. What does the word you have made mean?
- (d) Write **tear**, meaning **rip**. How does it differ in sound from **tear** in (c)? Add the prefix **un** and the suffix **able**. What does the new word mean?
- (e) Write **dangerous**. Add the prefix **en** and replace the suffix **ous** with **ed**. Make up a sentence about a species of animal that is in danger of being wiped out.

7. Fun Things to Do

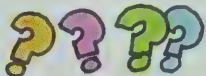
Make a design that could be printed on wallpaper or cloth, using one or more words in the list and a punctuation mark. You may use other forms of the words. Here is one example.



Extra Help

- 1. Which word in the list
 - contains the small word **elf**? • ends with **el**?
 - means **get**? • begins with **wh** having the sound of **hw**? • has the prefix **re**? • begins with **qu**?
- 2. Which words in the list
 - end with silent **e**? • end with **er**? • end with **th**? • have the prefix **dis**? • have three syllables?
 - have the vowel combination **ei**? Notice how these words are pronounced. • have the vowel combination **ea**? Notice the difference in the sound of **ea** in these words.

3. Write Me!
 - (a) I am the number that is ten less than one hundred.
 - (b) I stand next in line after **seventh**.
 - (c) I am next in line after **eighth**.
 - (d) I look like the real thing but am much, much smaller.
 - (e) I grow in the garden and am good to eat.
 - (f) I am part of a cold and you don't like me.
4.
 - (a) Write the words in which you see the word **ear**.
 - (b) In which word can you see the small word **spit**?
 - (c) Which word ends with **ing**? Which ends with **ent**?
5.
 - (a) Arrange and write in alphabetical order the words that begin with **d**.
 - (b) Arrange and write in alphabetical order the words that begin with letters from **m** to **t**.
 - (c) Write in alphabetical order the words that begin with the letter **c**.
6. Some Puzzles

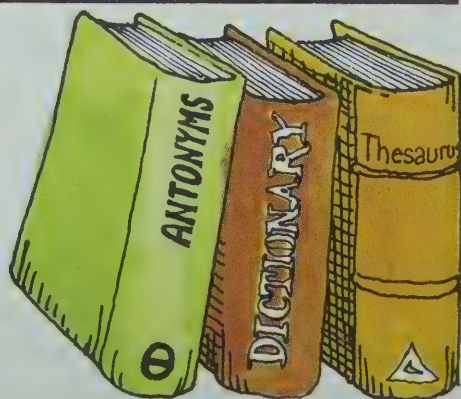


Write words from the list as follows:

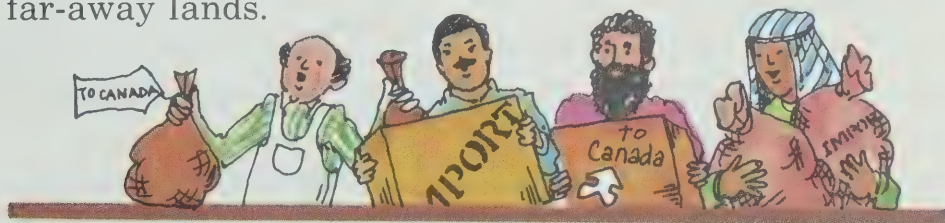
 - (a) a seven-letter word beginning with **r**.
 - (b) a six-letter word beginning with the last letter of the seven-letter word.
 - (c) an eight-letter word beginning with the last letter of the six-letter word.

For Good Spellers

1. Developing Your Vocabulary
 - (a) What are antonyms (opposites) for these words: **disappear, dangerous, receive, laughed, possible**?
Use a thesaurus or book of antonyms if you need help.



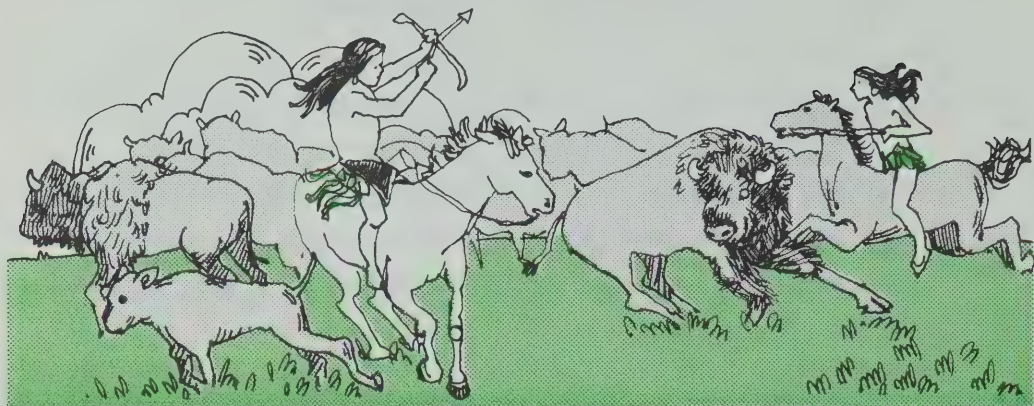
- (b) What are synonyms (words that mean the same or almost the same) for : **suppose, disappear, dangerous, receive, laughed, interesting?**
2. (a) Find and write at least three words that end with **ough**, the letter combination having a different pronunciation in each of the words.
- (b) Make words from **receive** by changing the prefix to **de, con,** and **per**. Find the meanings of the words you have made and use each one to show that you understand it.
- (c) **Receive** has two related nouns, **receipt** and **reception**. Use a dictionary or thesaurus to help you find the nouns that are related to the verbs you formed in (b).
3. (a) **Tear** has two pronunciations and meanings. Make a list of four or five other words that, like **tear**, have two pronunciations and meanings.
- (b) **Tear** may also be used as both noun and verb in both its pronunciations. Use it as both noun and verb, and do the same for one of the words you listed in (a).
4. **Chocolate** is one of many foods that come to us from far-away lands.



Make a list of at least six foods and spices we import from other parts of the world. From what language does each of these things get its name? Use a dictionary that supplies word origins to help you.

5. (a) Write at least eight words that come to your mind when you think of **hospital**. Write another eight words that come to your mind when you think of **accident**.
- (b) List the names of one of each of the following that you find **interesting**: a book, a TV show, a sport, a fashion, a cartoon or comic character.

37 A Vanishing Herd



Regina	buffalo	raw	among	usually
since	crawl	colt	drank	
rush	seemed	bull	count	click
lick	bison	expect	none	savage
				skunk

1. Use a word from the list in each answer to the following questions:
 - (a) What is the name of the city once called **Pile o' Bones**?
 - (b) The bones of what animal gave the settlement its name?
 - (c) What is another name for that animal?
 - (d) What is the male animal called?
 - (e) A young buffalo is known as a calf. What is a young horse called?
 - (f) How did the hunters usually get close to the buffalo at the beginning of the hunt?
 - (g) What do you think a **salt lick** is?
2. Write **count**. Add **un** as a prefix and **ed** as a suffix to make a word. Write **count** again. Add the suffix **less**. Use either one of these words in a sentence with the verb **seemed** to describe the size of the buffalo herds of old.
3. (a) Use **rush** or a form of **rush** in a sentence to tell how hunters on horseback stampeded the buffalo herds.

- (b) It is said that the buffalo provided the **raw** material for the clothing, food, and often the shelter of the Indians of the plains. Write **raw**, and explain what it means as it is used in the sentence above.



- (c) Write a sentence using **expect** or a form of **expect** to tell what animals you might or might not expect to see as you drive across the prairie provinces today.

4. In which words in the list do you see
- the combination **aw**? • double consonants?
 - **u** followed by two consonants? • **o** spelling the sound of short **ū**?
 - **c** spelling the sound /k/? • **t** as the last letter?
 - a consonant blend at the beginning?
5. Write the word that
- has a capital letter • has four consonants and only one vowel
 - ends with **ck** • has only three letters
 - has the ending **ed** • has **c** spelling the sound /s/
6. (a) Write **expect**. Take away the prefix **ex** and substitute **re** + **s** and **in** + **s**. Use a form of the first of the new words in a sentence to tell how the Indians felt about the buffalo. Use a form of the second word to tell what is done to the meat we use today.
- (b) Add **s**, **ed**, and **ing** to the following verbs: **lick**, **crawl**, **expect**.
- (c) Form words by substituting other consonants or consonant blends for **r** in **raw**, for example, **draw**. Similarly, change the **c** of **crawl** to form a family of rhyming words.
7. Pretend that you are the last of the bison in a land taken over by settlers and their cattle. Tell your story or write about your feelings.

38 Seeing the World

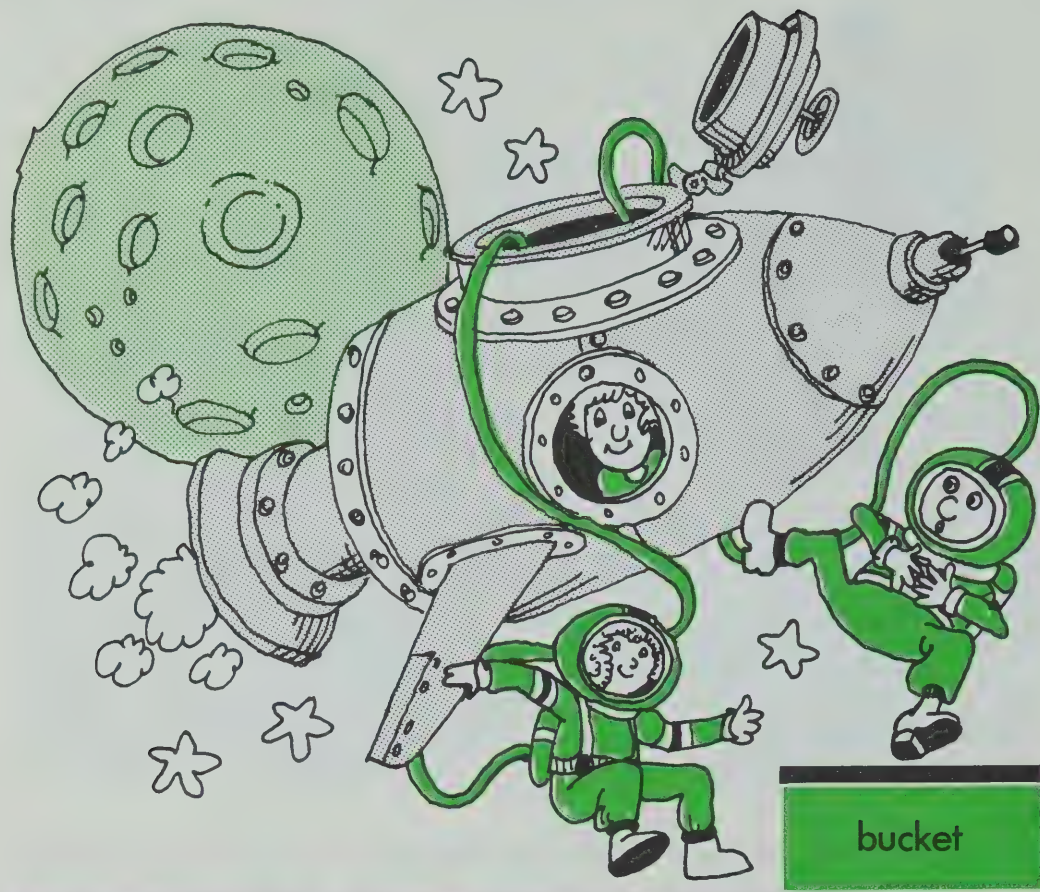


Charlottetown	Montreal	Halifax	welcome
hotel	canoe	motel	motor
engine	propeller	paddle	toward
pilot	problems	package	

- 1. (a) Which city named in the list is the capital of an island province? Which has the largest French-speaking population of any city outside of France? Which city has a beautiful harbour open all year?
(b) If you were a visitor, in which city would you visit: a Festival in a Centennial Hall? Mount Royal? the Citadel?
- 2. (a) If you were travelling, would you rather stay in a hotel or a motel? Explain your answer.
(b) If you travelled by canoe, would you use a paddle or a motor? Explain your answer.
- 3. (a) What sign do you often see as you approach a town or city? Hint: It tells you that the people of the town are pleased you have come.
(b) What word is used for the operator of a plane? What kind of boat is also directed or operated by a person with the same title?

- (c) Use a word from the list to tell what must be stored under the seat of an airplane.
4. (a) If you were going west from Halifax, would you be going **toward** or **away from** Montreal? **toward** or **away from** Charlottetown? Use the names of the cities in your answers.
- (b) Write **engine**. Make another noun, referring to a person, by dropping the final **e** and adding **eer**.
5. (a) Four two-syllable words in the list are accented on the second syllable. Write these words in syllables and mark the accent.
- (b) Write **propeller**. On which syllable does the accent fall? Remove the suffix **er**. Note that you will also have to drop one **l**.
- (c) Make still another word by changing the prefix **pro** of **propeller** to **re**. What does the new word mean? The root of **propeller**, **repeller**, and **repellent** is the Latin root **pell-**, meaning **drive** or **push**. If **re** has the meaning **back** and **pro** the meaning **forward**, explain how **repellant** and **propeller** are related.
6. (a) **Motel** is an interesting word. You might call it a “squashed” compound word, or a **blend**, made from the two words **motor** and **hotel**. Write **motel** and **motor hotel**. What similar word has been made from a combination of **breakfast** and **lunch**? from **growl** and **mumble**?
- (b) Write **welcome**. What are the two syllables of **welcome**? Write **welcome** once more as a whole word.
7. Write **problems** and its singular form. Then write **problem** after the number of any of the following which might cause problems for a traveller: (i) lost luggage, (ii) a lost ticket, (iii) poor roads, (iv) a shortage of gasoline, (v) good weather.
8. If you have been on a long trip, write a short story about something you will always remember that happened on the trip. If you have not been on a trip, write a story telling where you would like to go and why.

39 Travelling in Space



space	count	maybe	distance	million
minute	solar	eleventh	unless	across
engine	hour	planet	rockets	
perhaps	energy	course	thousand	

- 1. Most of these words that will be useful to you in writing about space and space travel are also words in ordinary, everyday use.
 - (a) Write a sentence telling about some use that might be made of solar energy.
 - (b) Use **rockets** in a sentence about firecrackers. Use **rockets** in a sentence about space travel.
 - (c) Ask a question, in writing, about the distance between

the sun and the nearest star. Ask a question about the correct distance between the pitcher and home base on a baseball diamond.

- (d) Write **space**. Use the word in the sense of what exists outside the Earth's atmosphere, and in the sense of leaving room between two letters or words or other objects.

2. (a) **Space** and **distance** have meanings that are different, although they can also be used in such a way that they mean almost the same. Use **space** and **distance** in a sentence to show a difference in their meanings.
- (b) Complete the following sentence: The astronauts will return safely from their journey into outer space unless
- (c) What two words in the list might you use to say that you are not sure that something is going to happen?
- (d) Write **perhaps** or **maybe** after the numbers of any of the following that might or might not happen: (i) settlement on another planet, (ii) a trip by you to the moon, (iii) discovery of oil on Mars, (iv) a visit to the earth by creatures from outer space.

3. (a) Read these two sentences:
The officials waited until **the eleventh hour** before they decided on the flight.
The officials waited until **the last minute** before they decided on the flight.
Write the groups of words that are in heavy type. Explain how they are alike in meaning. Note that in the sentence **eleventh hour** does not mean **eleven o'clock**.
- (b) Write a sentence using **minute** to mean **very small**. Write another sentence in which **minute** is a measure of time.
- (c) Use **eleventh** in the sense of **next to tenth**.

4. Write the words represented by the following.
- 1 000 000 • 1000 • 1/60 of an hour • 1/24 of a day

5. Which words in the list ... ?
- use **g** to spell the sound of **j**
 - end with a silent **e**
 - end with double **s**
 - have **c** with the sound /s/
 - contain these smaller words: **plan, rock, mill, cross, less**
6. What Am I?
- I am Mars for one and Earth for another.
 - I provide power to drive machinery.
 - I rhyme with **mount**.
 - I rhyme with **force** but my spelling is different.
 - I mean **force**, and I come from many sources.
7. A Puzzle
- See how many of the words from the list you can find hidden in the space ship.



Mr. Mrs. Ms.	amount	decided	eighth	usually
suppose	since	ninety	ninth	hospital
weather	all right	receive	quiet	interesting
separate	Wednesday	library	sincerely	piece
speech	cough	surprise	soldier	to too two



These are words that are often misspelled. Add to the list words that you have collected in your own list of hard words.

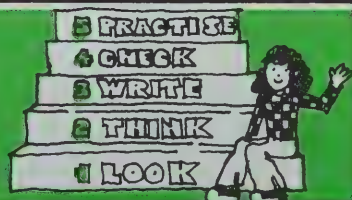
- Write **Mr.**, **Mrs.**, or **Ms.** with the names of the following people: (i) John Johnston; (ii) Edith Johnston, John Johnston's wife; (iii) Roy Johnston, their son; (iv) Debra Johnston, their daughter; (v) Gail Barsky, another daughter; (vi) Henry and Kathy Friesen, their neighbours.
- In a single sentence use **to**, **too**, and **two** correctly, e.g., **I want to buy two pencils too.**
 - Write a sentence using both **whether** and **weather** to show that you know what they mean. Notice the consonant sounds at the beginning of these words.
 - Write **separate**. Then make up two sentences using **separate** as an adjective and as a verb to show the difference in meaning.
 - Use **suppose** and **surprise** in a single sentence to tell about something you think might be a surprise to someone.
- Which word in the list ... ?
 - names a day of the week
 - means **made up your mind**
 - is 100 - 10
 - is a place from which books are borrowed
 - means **made up your mind**
 - is a place from which books are borrowed

4. Write
 - two adjectives • the words that begin with **s** • the word that ends with **al** • the words that end with **th**
 - $\frac{9}{9}$ in words
5. Which words in the list
 - (a) are opposite in meaning to **noisy**, **hardly ever**, **give**, **falsely**, **dull**?
 - (b) rhyme with **prince**, **niece**, **leather**, **fall night**?
 - (c) have the rhyming parts spelled differently from these words with which they rhyme: **reach**, **rinse**, **resided**?
 - (d) contain syllables or smaller words that are also in the following words: **dismounted**, **soldierly**, **composed**, **hostile**, **surface**?
6. In which word does
 - (a) **di** spell the sound of **j**?
 - (b) **ee** spell the sound of long **e**?
 - (c) **ough** have the sound of **off**?
 - (d) **right** have the same pronunciation as **rite**?
 - (e) **since** appear?
7. **Interest** is an interesting word. Its first part, **inter**, is a Latin prefix meaning **between** or **among**. Its second part, **est**, is the Latin word for **it is**. You may find it interesting to trace the development in meaning — or meanings — of this ancient word.

Did you know that ...

amount is related, a long way back, to the words **mountain**, **dismount**, and **mounted**? Make sure that the **amount** of money you owe never becomes **mountainous** in size!

Follow the study steps in reviewing these words and the words you have in your own list.



Extra Help

1.
 - (a) Write **soldier** and underline **ier**. Use **soldier** with **hospital** in a question.
 - (b) Use **speech** and **library** in a sentence that tells where you might find information for a speech you have to prepare.
 - (c) Use **eighth** and **ninth** in a sentence about the two days of a month in which your school plans to have visiting days for parents.
 - (d) Use **ninety** and **amount** to tell how much money you have to spend this week for school supplies.
2.
 - (a) Write all the one-syllable words in the list in alphabetical order.
 - (b) Which three words in the list are sounded the same but have different meanings? Which of these words sometimes means **also** and sometimes **very** or **more than enough**? Which means **one more than one**?
 - (c) Which word is used before the name of a man? Which is used before the name of a married woman only? Which is used before the name of a woman, married or unmarried? Remember the period following these abbreviations.
3. Which word in the list . . . ?
 - has two vowels in the middle, both sounded
 - ends in **ate**
 - ends in **ty**
 - is the past tense of a verb
 - ends with **ch**
 - has the prefix **inter**
 - has **ei** spelling the sound of long **e**
4.
 - (a) List at least three words from the list that can be used either as nouns or verbs.
 - (b) Write all the words that have the sound of long **a**. Box the letters that spell the sound. Write all the words that have the sound of long **i**. Circle the letters that spell the sound of long **i**.

(c) Which words have the prefixes **re**, **sup**, and **sur**?

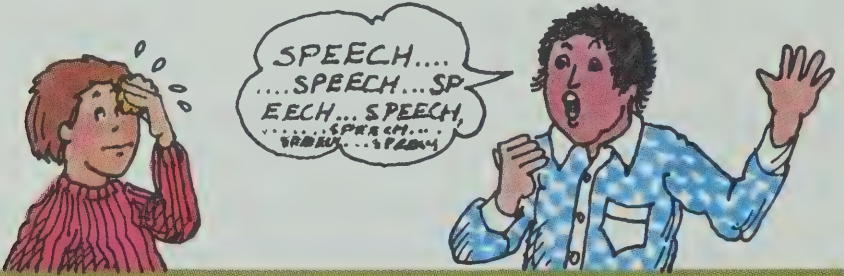
5. Write the word that

- begins with **wea** • begins with **c** sounded /k/
- ends with **ary** • ends with **day** • begins with the sound of long **u**

6. Some Puzzles

The word that completes the sentence contains or is part of one of the words in the sentence.

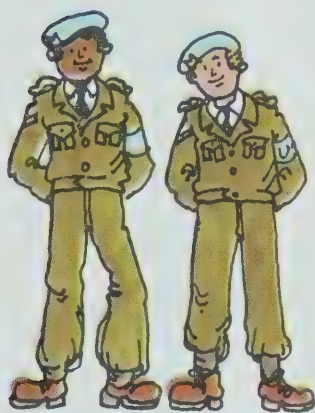
- (a) Please give me a _____ of pie.
- (b) Your _____ left me speechless.
- (c) Do you _____ we can watch the models pose for the pictures?



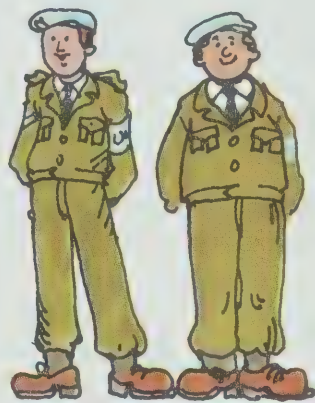
For Good Spellers

1. (a) Write **se-par-ate**. List as many words as you can that have a syllable **par** followed by a suffix beginning with a vowel, e.g., ap-**par**-ent, com-**par**-ison.
(b) Find and write as many rhymes for **piece** as you can, with each word having a different spelling for the rhyming part, e.g., **lease**.
(c) Make a noun from the verb **suppose** by dropping **e** and adding **ition**. Find out what the noun means, and use it to show its meaning.
2. (a) Use a book of word origins to discover how it is that **hospital** and **hospitable** and **hostile** all come from the same root. Explain how they came to have such different meanings.

- (b) **Give a talk, make a speech, deliver an address, deliver an oration.** What do these four phrases have in common? How are they different in meaning? Hint: Which is least formal? Which is most formal?
- (c) What are synonyms for **quiet, usually, piece**? What are antonyms for **to, quiet, sincerely, usually**?
3. Do you know what an **acrostic** is? It is a word or sentence spelled out by the first letters of other words or sentences. An acrostic based on **soldier** might read



Smart
Organized
Loyal
Devoted
Intelligent
Energetic
Rugged



Make up an acrostic of words based on **weather**; on **hospital**.

4. (a) Write adjectives beginning with the first five letters of the alphabet to describe **soldier**.
(b) List three interesting discoveries or inventions of the twentieth century.
(c) Write in figures: the ninetieth year of the ninth century A.D.
5. A **palindrome** is a word or sentence that is spelled the same backward as forward. The word **refer** is a palindrome. A famous sentence palindrome is **MADAM IM ADAM**. Find another word palindrome, and make up, if you can, a short sentence palindrome.

Always be on the lookout for unusual words.

The 408 New Spelling Words in This Book

The number beside each word shows the page where the word is first listed in this book. The symbol (†) marks a word with a second spelling.

absent	29	buffalo	108	crawl	108
accident	91	built	61		
addition	40	bull	108	danger	91
against	29	burn	14	dangerous	91
airport	33	burst	82	daughter	69
alive	85			decided	80
alone	12	cabbage	10	dessert	82
amount	40	Canadian	17	disappear	66
appeared	96	canal	6	disappointed	96
appointed	96	cane	12	disease	29
aquarium	85	canoe	110	distance	112
area	91	captive	76	divide	40
armed forces	14	carelessness	29	division	40
army	14	case	42	dock	50
Atlantic	78	cause	29	doctor	76
awful	27	celebrate	17	downstairs	33
awoke	12	chance	91	dozen (doz.)	94
		Charlottetown	110	drank	108
barrel	101	check	94	drill	6
battle	101	cheer	31	during	98
beads	64	chest	6	dust	6
beans	25	chocolate	9		
beaver	76	clear	25	Edmonton	76
begun	50	clock	50	eighteen	42
benches	47	coffee	10	eighth	42
bent	6	collar	64	eighty	42
bill	96	colt	108	either	82
birch	14	comics	69	eleventh	94
bison	108	common	96	enamel	98
blind	80	copper	96	enemy	47
boss	10	cough	29	energy	85
brakes	91	count	108	engine	110
British Colum-		couple	94	enter	14
bia (B.C.)	78	course	58	entrance	82

eraser	10	hail	25	leaf	17
errand	82	Halifax	110	least	66
errors	82	Hallowe'en	27	leather	64
escape	27	hammer	98	leave	25
especially	44	hatch	47	led	6
exit	10	hatchet	47	lessons	44
expect	108	heart	29	level	101
experiment	85	hearty	29	lick	108
exports	50	heat	25	list	6
extra	94	hectare (ha)	40	located	42
		heel	31	logging	50
factory	47	helicopter	33	lonely	61
fasten	61	herd	14	loss	47
favourite	69	highrise	33	lumber	50
feather	64	highway	33	lying	91
fifteen	31	hive	80		
figure	40	honest	69	magazine	10
file	12	honey	66	match	47
final	58	† honour	10	matches	47
finally	58	horn	14	math	40
fireplace	33	hospital	91	mathematics	40
flight attendant	33	hotel	110	meal	25
fold	98	hurry	96	measles	25
folk	44			melt	6
foolish	10	idea	80	midnight	33
forgotten	14	ideal	80	million	40
fork	14	illness	29	mineral	78
fought	61	insects	85	mining	78
Fredericton	78	interesting	44	minus	40
freight	42			mirror	64
French	78	joke	12	Miss	69
fried	61	junior	58	mistake	91
fries	61			model	101
fry	61	kindergarten	10	moment	91
		kisses	47	month	17
gain	25	knitted	98	Montreal	110
ghost	27	known	61	moss	6
gloves	64			motel	110
goose	31	laughed	69	motor	110
grapes	17	laughter	69	movies	66
group	44	leader	44	Mr.	69

Mrs.	69	pears	47	railway	33
Ms.	69	peas	66	ranch	47
multiplication	40	perfume	64	raw	108
		perhaps	17	receive	66
nail	64	piano	10	Regina	108
native	76	piece	44	remain	25
nature	17	pigeon	98	reply	47
navy	42	pillow	96	ribbon	64
needle	31	pilot	110	ripe	17
neither	82	pine	50	rockets	112
nephew	69	pioneer	66	roll	96
Newfoundland		planet	112	root	31
(Nfld.)	78	plank	6	route	78
niece	66	plate	12	rubbers	96
nineteen	31	pleasant	17	rush	108
ninety	80	pleasure	17		
ninth	80	plus	40	sailor	42
none	94	police	91	sale	12
nothing	94	popular	44	scared	27
notice	17	population	78	scarf	14
nurse	14	portable	101	scene	12
		possible	85	science	85
obey	42	potato	9	scientific	85
office	96	potatoes	9	score	58
Ontario (Ont.)	78	pottery	66	scout	82
order	14	powder	27	scream	27
ore	78	price	80	screw	98
organ	14	print	6	secret	47
owe	50	probably	78	secretary	47
owl	27	problems	40	seek	31
owner	27	product	40	senior	58
		promise	47	separate	82
Pacific	78	propeller	110	serve	14
package	110	protect	29	seventy-five	94
paddle	110	proud	61	several	101
pain	91	public	6	sew	98
parachute	58	pumpkin	27	shade	10
paste	42			shadow	10
paw	61	Quebec (Que.)	78	shape	42
pawed	61	question	85	share	12
peaches	25	quiet	27	shed	10
pearl	85	quit	61	sheet	27

shelf	6	surprise	14	twenty-four	85
shine	61	swell	96	twin	94
shouted	58				
shovel	101	tank	6	umbrella	64
since	108	taste	12	underneath	66
sir	14	tax	47	understand	85
skis	58	tear	91	unless	112
sleeve	31	telegram	33	usually	85
slip	61	telephone	33		
slippers	64	television	33	Vancouver	76
slippery	91	theft	6	vine	17
socks	64	they're	76	violin	44
solar	112	thirteen	31	voice	44
sore	82	thought	61		
space	112	thousand	40	welcome	110
spear	25	thread	98	wherever	33
special	44	throat	25	whether	82
speech	31	through	58	whom	69
spoke	61	tire	12	Winnipeg	76
sport	58	title	44	wire	12
spread	29	toboggan	58	witch	27
stage	12	tomato	10	wore	27
steam	66	tomatoes	10	worry	82
steel	31	Toronto	76	worse	82
St. John's	78	toss	58	worst	82
stockings	64	tractor	50		
subject	82	trail	42	yell	6
subtract	40	tramp	6		
such	6	treasurer	76	zipper	64
suppose	27	tribe	80		
surface	78	twelfth	94		

Second Spellings

If your teacher allows it, you may use this spelling of the words listed below. Also listed is the number of the page on which the word first appears.

ax*	50
honor	10

*Extra Word

The 68 Extra Words for Good Spellers

Good spellers will learn many more than 68 extra words from the spelling exercises and other work, but these are included, in separate colour blocks, on the pages shown. The symbol (†) marks a word with a second spelling.

adventure	69	codfish	33	millionaire	40
ambulance	91	comb	64	miss	69
American	78	costume	27		
angel	101	crack	47	parrot	76
†axe	50	crazy	61	planed	50
		crowd	58	president	76
banana	10			production	78
bare	12	dairy	42	pulpwood	50
beets	31	discover	29		
border	14	discovery	29	rear	25
bother	82	donkey	66	reindeer	42
bracelet	64	drug	29		
bucket	112	drum	98	savage	108
bump	6	duty	29	servant	14
bundle	101			shin	6
bushes	17	fir	14	shipment	50
		fool	10	shove	101
canary	47	forgive	14	skiing	58
carpenter	14			skunk	108
chalk	85	geese	17	slave	12
cherries	47	grave	12	soda	85
chew	98			streamlined	33
chisel	98	hardware	82		
click	108	hobby	98	telescope	33
clover	82	howl	27	throughout	58
cocoa	10				
coconut	33	marriage	69		

258 Most Commonly Misspelled Words

Of all the words listed in Books 2, 3, 4, and 5 of The Macmillan Spelling Series, these are the ones which many pupils have the most trouble spelling correctly. The symbol (†) marks a word with a second spelling.

about	busy	early	has
across	buy	Easter	have
address		easy	hear
afternoon	cannot	eighth	heard
again	can't	enough	hello
all right	captain	every	her
almost	children	everybody	here
along	Christmas	excuse	him
already	close		his
always	clothes	father	hope
am	†colour	February	hospital
among	come	finally	hour
amount	cough	fine	house
answer	could	first	how
any	country	for	
April	course	forty	I'm
are	cousin	fourth	in
asked		Friday	instead
aunt	day	friend	interesting
	dear	from	isn't
balloon	decided	fun	it
because	didn't		it's
been	different	getting	its
before	dining	goes	
begin	disappear	good	just
beginning	disappointed	good-bye	
believe	divide	grade	knew
bought	doctor	guess	know
boy	does	guest	
break	done		laid
brother	don't	had	lead
brought	down	half	led
built	dropped	handkerchiefs	lessons
business		happiness	letter

library	paid	soldier	Tuesday
like	passed	some	twelfth
little	people	soon	two
loose	perhaps	speech	
lots	piece	store	uncle
	play	straight	until
make	pleasant	sugar	us
many	please	summer	usually
maybe	pretty	Sunday	
meant	principal	suppose	very
minute	probably	sure	
Miss		surprise	was
morning	question		wear
mother	quiet	teacher	weather
Mr.	quit	tear	Wednesday
Mrs.	quite	the	week
much		their	well
my	raise	them	were
	ready	then	when
name	real	there	where
never	receive	they	whether
ninety	remember	think	which
ninth	right	thought	while
none		threw	white
now	said	through	whole
	Saturday	time	with
o'clock	saw	to	woman
October	says	today	won't
off	school	together	would
often	seemed	tomorrow	write
on	send	too	written
once	separate	toward	wrote
one	several	toys	
our	shoes	train	your
out	since	tries	
outside	sincerely	trouble	

Tables of Useful Words

Days of the Week

Monday	Mon.	Friday	Fri.
Tuesday	Tues.	Saturday	Sat.
Wednesday	Wed.	Sunday	Sun.
Thursday	Thurs.		

Months of the Year

January	Jan.	July	—
February	Feb.	August	Aug.
March	Mar.	September	Sept.
April	Apr.	October	Oct.
May	—	November	Nov.
June	—	December	Dec.

Provinces and Major Cities

(Capital cities are named first.)

British Columbia (B.C.)	Victoria, Vancouver
Alberta (Alta.)	Edmonton, Calgary
Saskatchewan (Sask.)	Regina, Saskatoon
Manitoba (Man.)	Winnipeg
Ontario (Ont.)	Toronto, Ottawa
Quebec (Que.)	Quebec, Montreal
New Brunswick (N.B.)	Fredericton, Saint John
Nova Scotia (N.S.)	Halifax
Prince Edward Island (P.E.I.)	Charlottetown
Newfoundland (Nfld.)	St. John's

Measurement

Celsius	C	kilometre	km
centimetre	cm	litre	L
gram	g	metre	m
hectare	ha	millilitre	mL
kilogram	kg	millimetre	mm

DATE DUE SLIP

DUE
EDUC SEP 16 '82

RETURN SEP 7 '82

DUE
EDUC OCT 15 '82

RETURN OCT 1 '82

DUE
EDUC DEC 3 '82

RETURN NOV 29 '82

EDUC MAR 16 '83

RETURN MAR 16 '83

DUE EDUC AUG 13 '85

DUE EDUC AUG 19 '85 R

AUG 19 RETURN

PE 1145 M16 1977 GR-5
THE MACMILLAN SPELLING SERIES/
/REV ED --

39421139 CURR



000007675036

RECOMMENDED FOR USE
IN ALBERTA SCHOOLS

PE 1145 M16 1977 gr.5
The Macmillan spelling series
/

39421139 CURR

A 20286